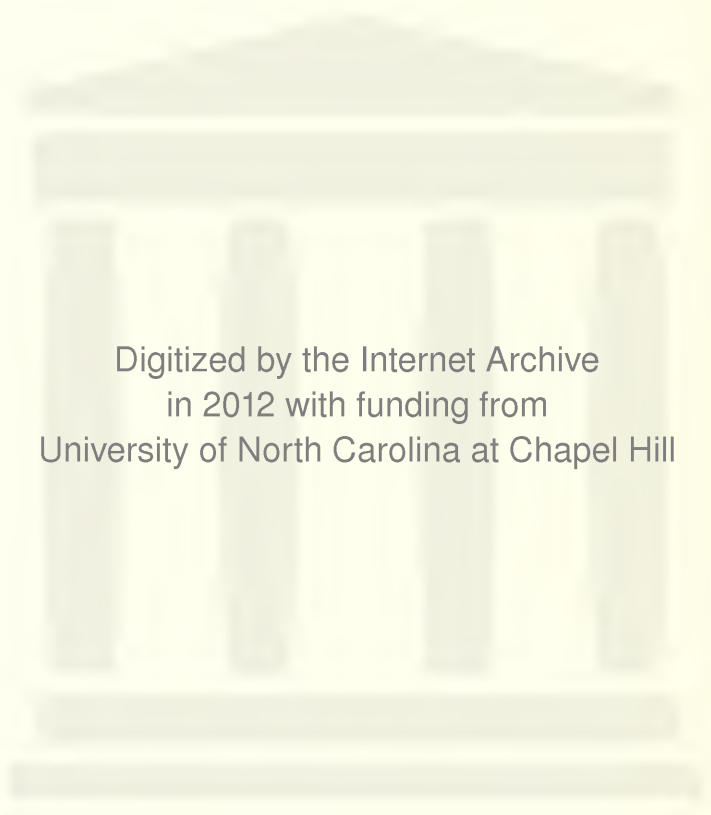

Bulletin of
**Wake Forest
College**
and the School of
Business and
Accountancy
The Undergraduate Schools
of Wake Forest University



WAKE FOREST
UNIVERSITY

1984-1985



Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill



Bulletin of
**Wake Forest
College**
and the School of
Business and
Accountancy
The Undergraduate Schools
of Wake Forest University

Announcements for

1984-1985

Bulletin of Wake Forest University is published seven times annually in February, March, April, May, June, July, and August by the
University at Winston-Salem, North Carolina
Second class postage paid at Winston-Salem, North Carolina
USPS 078-320

Printed by Winston Printing Company, Winston-Salem, North Carolina 27105

The Academic Calendar

Fall Semester 1984

August	24	Friday	Residence halls open at 8 a.m. for first year students
August	24-28	Friday-Tuesday	Orientation for first year students
August	26	Sunday	Residence halls open at 10 a.m. for transfer students and at noon for returning students
August	26	Sunday	Orientation for transfer students beginning at 2 p.m.
August	27, 28	Monday, Tuesday	Registration for all courses
August	29	Wednesday	Classes begin
September	4	Tuesday	Opening Convocation
September	11	Tuesday	Last day to add courses
September	25	Tuesday	Last day to drop courses
October	19	Friday	Fall holiday—midterm grades due
November	22-25	Thursday-Sunday	Thanksgiving recess
November	26	Monday	Classes resume
December	7	Friday	Classes end
December	10-12	Monday-Wednesday	Examinations
December	13	Thursday	Reading day
December	17, 18	Monday, Tuesday	Examinations
December	19-	Wednesday-	Christmas recess
January	13	Sunday	

1984

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Spring Semester 1985

January	13	Sunday	Residence halls open at noon
January	14, 15	Monday, Tuesday	Registration for all courses
January	16	Wednesday	Classes begin
January	29	Tuesday	Last day to add courses
February	7	Thursday	Founders' Day Convocation
February	12	Tuesday	Last day to drop courses
March	8	Friday	Midterm grades due
March	9-17	Saturday- Sunday	Spring recess
March	18	Monday	Classes resume
May	3	Friday	Classes end
May	6-8	Monday- Wednesday	Examinations
May	9	Thursday	Reading day
May	10, 11	Friday, Saturday	Examinations
May	13, 14	Monday, Tuesday	Examinations
May	19	Sunday	Baccalaureate
May	20	Monday	Commencement

1985

JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

The Bulletin

The Academic Calendar	2
The University	8
Buildings and Grounds	9
Libraries	10
Computer Center	11
Recognition and Accreditation	11
The Undergraduate Schools	13
Wake Forest College	14
Statement of Purpose	14
History and Development	15
Student Life	22
Student Government	22
College Union	23
Women's Residence Council	24
Interfraternity and Intersociety Councils	24
Honor Societies and Professional Fraternities	24
Academic Awards	25
Intramural Athletics	25
Intercollegiate Athletics	26
Religious Activities	26
Cultural Activities	27
Educational Planning and Placement	28
University Counseling Center	28
Student Health Service	28
Procedures	29
Admission	29
Application	29
Early Decision	30
Admission of Handicapped Students	30
Advanced Placement and CLEP	30
Admission of Transfer Students	31
Expenses	31
Tuition	32
Room Charges	32
Food Services	32
Other Charges	32
Refunds	33
Housing	34
Academic Calendar	34
Orientation and Advising	34
Registration	35
Classification	35
Class Attendance	35
Auditing Classes	36
Dropping a Course	36

Withdrawal from the College	36
Examinations	37
Grading	37
Grade Reports and Transcripts	38
Dean's List	38
Graduation Distinctions	38
Repetition of Courses	38
Probation	38
Requirements for Continuation	39
Requirements for Readmission	40
Senior Conditions	40
Summer Study	40
Transfer Credit	40
Scholarships and Loans	41
Scholarships	41
Federal Financial Aid Programs	46
Exchange Scholarships	48
Loans	49
Concessions	50
Other Financial Aid	50
Special Programs	51
Honors Study	51
Open Curriculum	51
Residential Language Centers	51
Foreign Area Studies	51
Study at Salem College	52
Opportunities for Study Abroad	52
London	52
Venice	52
France	52
Spain	52
India	53
Independent Study	53
Requirements for Degrees	54
Degrees Offered	54
General Requirements	54
Basic Requirements	55
Divisional Requirements	55
Requirement in Physical Education	56
Proficiency in the Use of English	56
Basic and Divisional Requirements	56
Declaring a Major	57
Maximum Number of Courses in a Department	57
Options for Meeting Major Requirements	58
Double Majors and Joint Majors	58
Minors	58
Interdisciplinary Minors	58

Foreign Area Studies	59
Combined Degrees in the School of Law	61
Combined Degrees in Medical Sciences	61
Combined Degrees in Medical Technology.....	62
Degrees in the Physician Assistant Program	62
Degrees in Microbiology	63
Degrees in Dentistry	63
Degrees in Engineering	63
Degrees in Forestry and Environmental Studies	64
Courses of Instruction.....	65
Anthropology.....	65
Art	69
Asian Studies.....	73
Biology	74
Chemistry	78
Classical Languages	80
Economics.....	84
Education	87
English.....	93
German	98
History	100
Humanities	104
Interdisciplinary Honors	106
Mathematics and Computer Science	108
Military Science	112
Music	113
Philosophy	120
Physical Education	123
Physics	127
Politics	129
Psychology	134
Religion	138
Romance Languages	143
Sociology.....	153
Speech Communication and Theatre Arts	157
School of Business and Accountancy.....	164
Degrees Conferred	170
Honor Societies.....	180
Enrollment	182
The Board of Trustees	185
The Board of Visitors.....	186
The Administration	188
The Undergraduate Faculties	195
Emeriti.....	210
The Committees of the Faculty	212
Index	217



The University

Wake Forest University is characterized by its devotion to liberal learning and professional preparation for men and women, its strong sense of community and fellowship, and its encouragement of free inquiry and expression.

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait a principal. It was located in the Forest of Wake County, North Carolina, on the plantation of Calvin Jones, near which the Village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine founded in 1902, offered a two-year medical program until 1941. In that year the School was moved from the Town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine in honor of the benefactor who made possible the move and expansion to a full four-year program. In 1942 Wake Forest admitted women as regular undergraduate students.

A School of Business Administration was established in 1948 and for over two decades offered an undergraduate program of study in business. In 1969 the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980 the undergraduate program in business and accountancy was reconstituted as the undergraduate School of Business and Accountancy. The Division of Graduate Studies was established in 1961. It is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Hawthorne campuses in Winston-Salem. The summer session was inaugurated in 1921.

In 1946 the Trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College in Winston-Salem, where the School of Medicine was already established. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956 the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956 the College moved all operations, leaving the 122-year old campus in the Town of Wake Forest to the Southeastern Baptist Theological Seminary.

The decade that followed was the College's most expansive, and in 1967 its augmented character was recognized by the change in name to Wake Forest University. Today, enrollment in all schools of the University stands at over 4,500. Governance remains in the hands of the Board of Trustees, and development for each of the six schools of the University is augmented by Boards of Visitors for the undergraduate schools and Graduate School, the School of Law, the Graduate School of Management, and the School of Medicine. A joint board of University Trustees

nd Trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the School of Medicine. Alumni and parents' organizations are also active at Wake Forest, and support by the Z. Smith Reynolds Foundation and other foundations and corporations is strong and continuing.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest's founders proposed to establish an institution that would provide education under Christian influences. The basis for the continuing relationship between the University and the Convention is a mutually agreed-upon covenant which expresses the Convention's deep interest in Christian higher education and the University's desire to serve the denomination as one of its constituencies. Wake Forest receives financial and intangible support from convention-affiliated churches.

The College, School of Business and Accountancy, Graduate School, School of Law, and Graduate School of Management are located on the Reynolda Campus in northwest Winston-Salem. The Bowman Gray School of Medicine is about four miles away, near the city's downtown on what is known as the Hawthorne Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The School of Business and Accountancy offers courses of study leading to the baccalaureate in business and accountancy. The School of Law offers the Juris Doctor and the Graduate School of Management, the Master of Business Administration. In addition to the Doctor of Medicine degree, the School of Medicine offers through the Graduate School programs leading to the Master of Science and Doctor of Philosophy degrees in the basic medical sciences. The Graduate School confers the Master of Arts, Master of Arts in Education, and Master of Science degrees in the arts and sciences and the Doctor of Philosophy degree in biology and chemistry.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 320 acres; its physical plant consists of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn Estate, an educational conference center, is nearby.

Lovette House, a block from campus at the intersection of Reynolda and Polo Roads, is a residential center for students of French, Italian, and Spanish. Students of German may choose to live in *The Red Farm House* on campus.

Wait Chapel is named in memory of the first president of the College. Its main auditorium seats 2,300 and is also the home of the Wake Forest Baptist Church. The Wait Chapel tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Religion, the offices of the University Chaplaincy and the Wake Forest Baptist Church, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, is an administration building and student center. Most administrative offices for the Reynolda Campus are there, along with the College Union, other student activities, and the computer center. The *Z. Smith Reynolds Library* houses the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, having a capacity for about 1,000,000 volumes, it has reading and reference rooms for study and some academic offices. The Department of Economics is also in the library.

Winston Hall houses biology and psychology; *Salem Hall*, the chemistry and physics departments. Both buildings have laboratories as well as classrooms and special research facilities. *Harold W. Tribble Hall* accomodates the humanities and social science departments and has a curriculum materials center, an honors seminar room, a philosophy library and seminar room, and a larger lecture area, *DeTamble Auditorium*, with an adjacent exhibition gallery. Instruction in business, accountancy, and mathematics is carried out in *Charles H. Babcock Hall*, which also houses the Babcock Graduate School of Management. The School of Law occupies *Guy T. Carswell Hall*.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, musical performances, and instruction in art history, drama, and music. Off its lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *William N. Reynolds Gymnasium* has classrooms for instruction in physical education, courts for indoor sports, a swimming pool, and offices for the Department of Physical Education and for military science. Adjacent are tennis courts, sports fields, a track, an *Indoor Tennis Center*, and the *Athletic Center* for intercollegiate athletics.

There are seven residence halls for undergraduate men: *Kitchin House*, *Poteat House*, *Davis House*, *Taylor House*, *Huffman Hall*, *Palmer Dormitory*, and *Piccolo Dormitory*. For women there are five residence halls: *Bostwick*, *Johnson*, *Babcock*, *New Dormitory*, and *Efird Hall*. Just off the main campus are apartment buildings for faculty and married students, and there is a town house apartment building on campus.

Libraries

The libraries of Wake Forest University support research in undergraduate education and in each of the disciplines in which a graduate degree is offered. An endowment provided by a substantial gift from the Mary Reynolds Babcock Foundation and another from Nancy Reynolds has been assigned to the sustained expansion and development of library resources, especially to support the graduate program. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The library collections total 849,987 volumes. Of these, 649,090 constitute the general collection in the Z. Smith Reynolds Library, 88,655 are housed in the School of Law, 98,884 in the library of the Bowman Gray School of Medicine, and 13,358 in a relatively new library in the Babcock Graduate School of Management. Subscriptions to 11,634 periodicals and serials, largely of scholarly content, are maintained by the four libraries of the University. The holdings of the Z. Smith Reynolds Library also include 25,687 reels of microfilm, 281,566 pieces of microcards, microprint, and microfiche, and 78,581 volumes of United States government publications.

Special collections cover the works of selected late nineteenth and early twentieth century English and American writers, and include pertinent critical material. Among the special collections are a Mark Twain collection, a Gertrude Stein collection, and the Ethel Taylor Crittenden collection in Baptist history. The acquisition of the Charles H. Babcock Collection of Rare and Fine Books represents an important addition to the resources of the Z. Smith Reynolds Library.

The library instructional program includes an orientation workshop in research methods, assistance in independent and directed studies, and bibliographic presentations as requested by faculty.

Computer Center

The Computer Center supports University instructional, research, and administrative needs. There are terminals for student and faculty use in various places on campus and the two main terminals for students are in the Computer Center in Reynolda Hall and in the Library. The University has two computers. A Hewlett Packard 3000 Series 44 system, used by the administration, has two million bytes of memory and 524 million bytes of disc storage. The Prime 750, installed in February, 1982, is used primarily for instructional and research purposes. It has three million bytes of memory and 600 million bytes of disc storage.

Computer languages available include FORTRAN, FORTRAN77, BASIC, COBOL, RPG II, Assembler, Pascal, and PL/1. Statistical packages such as SPSS, BBDP, IDA, Minitab, and TSP can be used for data analysis, forecasting, and financial modeling.

In addition to the facilities at the computer center, a remote batch connection with the Triangle Universities Computing Center (TUCC) and its IBM 3081 makes access to other statistical packages (notably SAS) possible, and makes the programs provided by the North Carolina Educational Computing Services (NCECS) available to Wake Forest computer users. Various departments on campus use microcomputers for research and teaching.

Recognition and Accreditation

Wake Forest University is a member of the Southern Association of Colleges and Schools, the Southern Universities Conference, the Association of American Colleges, the Conference of Southern Graduate Schools, and the Council of Graduate Schools in the United States. The University has chapters of the principal national social fraternities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. The Bowman Gray School of Medicine is a member of the Association of American Medical Colleges and is on the approved list of the Council

on Medical Education of the American Medical Association. The program in counseling leading to the Master of Arts in Education degree is accredited by the National Council for the Accreditation of Teacher Education.

Wake Forest College was accredited by the Southern Association of Colleges and Schools in 1921. The reaccreditation of 1965 included the master's and doctoral degree programs in the Division of Graduate Studies. Accreditation was reaffirmed in December 1975.



The Rare Book Room in Z. Smith Reynolds Library

The Undergraduate Schools

There are two undergraduate schools at Wake Forest University, Wake Forest College and the School of Business and Accountancy. The undergraduate schools are governed by the Board of Trustees and by their respective faculties and administration. Responsibility for academic administration is delegated by the president and trustees to the provost, who is chief academic officer of the University. The deans of the schools are responsible for academic planning and administration for their schools. Collaborating with the dean of Wake Forest College are associate and assistant deans and the vice president and assistant vice president for administration and planning, who coordinate student services. Other officers in the area of student services are the dean of students, who directs residential, social, and cultural life with the assistance of a professional staff; and the directors of the University Health Service and the University Counseling Center. A list of administrative offices is found in this bulletin beginning on page 188. In many administrative areas responsibility is shared, or advice is given by the faculty committees listed in this bulletin beginning on page 212.



President Thomas K. Hearn Jr.

Wake Forest College

Wake Forest College is the undergraduate school of arts and sciences of Wake Forest University. It is the center of the University's academic life; through it the University carries on the tradition of preparing men and women for personal enrichment, enlightened citizenship, and professional life.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Statement of Purpose

The people who wrote the Statement of Purpose were guided by the history of Wake Forest, particularly the history of its expressed and implied objectives. Their goal was to articulate the attributes which make Wake Forest distinctive.

"We believe," they said, "that Wake Forest should be as good an academy as possible. We believe that diversity should exist in the faculty, staff, and student body and that such diversity is necessary as Wake Forest seeks to meet its educational responsibilities, and as a guide to those who must make the decisions which will determine the school's character in the future."

Following is the official statement of purpose of Wake Forest College.

Wake Forest is a university entrusted with a vital religious heritage and an equally vital tradition of academic freedom. Recognizing the special character of its obligation as an educational institution, Wake Forest assumes the responsibility of insuring that the Christian faith will be an integral part of the University common life. The University maintains its historic religious perspective through an association with the Baptist churches of North Carolina, the visible symbol and the ministry of the campus church, the chaplaincy, and the Christian commitment of individuals within the faculty and the administration. At Wake Forest, those who represent this perspective engage in a continuing dialogue with those of other views who join with them in dedication to teaching and learning. Together they assume responsibility for the integrity of the institution and for its commitment to academic excellence.

In keeping with its belief in the value of community, Wake Forest also recognizes an obligation to preserve its atmosphere of mutual respect and of openness to diverse interests and concerns. Its religious heritage, which continues to find expression in tradition, ritual, and convocation, provides unifying and sustaining values beneficial to the whole community. Because of its heritage, Wake Forest fosters honesty and good will, and it encourages

the various academic disciplines to relate their particular subjects to the fundamental questions which pertain to all human endeavor.

Along with the value of community, Wake Forest respects the value of the individual, which it expresses through its concern for the education of the whole person. In view of this concern, a basic curriculum composed of the liberal arts and sciences is essential to the objectives of the College. This means that though the usefulness of professional and technical courses is acknowledged, it is necessary that such courses be related to a comprehensive program of humanistic and scientific studies. In particular, this objective requires an acceptable level of proficiency in those linguistic and mathematical skills which are basic to other pursuits. It also calls for a study of the major contributions from one or more representative areas within the natural sciences, the social sciences, and the humanities, including an examination of integrating disciplines such as religion, philosophy, and history. Such a course of study, when made an essential part of the total offering, prevents the premature specialization which threatens effective communication among the disciplines, and it addresses the fundamental as well as the vocational needs of the student. Wake Forest expects that all of the courses in its curriculum will make significant demands upon the talents of the student and will encourage the development of a humane disposition and an inquiring spirit.

History and Development

Since 1834 Wake Forest College has persevered—sometimes barely—through wars, economic crises, and controversy. In spite of these difficulties, perhaps because of them, the College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately.

That these qualities have often been passed along to Wake Forest's students is evident in the lives many have led. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

The founding of Wake Forest College in 1834 was one manifestation of the intellectual and humanitarian reform movement in North Carolina and the nation during the 1830s. The beginnings of the College and the formation of the Baptist State Convention of North Carolina were closely interwoven: a leading motive for the organization of the Convention was that it serve as an agency for establishing an institution that would provide education under Christian influences.

The leaders in the movement for Convention and College were ministers and laymen from diverse backgrounds: Martin Ross, a North Carolinian; Thomas Meredith, a graduate of the University of Pennsylvania; and Samuel Wait, a graduate of Columbian College in Washington, DC. The inspiration of Ross, the scholarship of Meredith, and the leadership of Wait combined to lead the Baptists of North

Carolina into the formation of the Baptist State Convention on March 26, 1830. Wait was appointed as the Convention's agent to explain to churches, associations, and others the need for a college to provide "an education in the liberal arts in fields requisite for gentlemen."

For nearly three years Wait traveled over the state in his wagon, speaking to a large number of the approximately 15,000 Baptists who lived in the Piedmont and coastal counties. Perhaps as many as one-half opposed missions, education, and other benevolences, but after two years of educational canvassing Wait reported enough sentiment in favor of the program of the Convention to proceed.

A 600-acre plantation, located sixteen miles north of Raleigh, was purchased from Calvin Jones in 1832 for \$2,000, and the North Carolina Legislature was asked to grant a charter for a literary institution based on the manual labor principle. The lobbying of opponents, both Baptist and non-Baptist, was effective; only the tie-breaking vote of William D. Moseley, speaker of the Senate and a graduate of the University of North Carolina, secured passage of the charter-granting bill. It was a meager charter, subject to various restrictions and limited to a period of twenty years, but the birth of Wake Forest had been achieved. Its subsequent growth would be the result of creative adjustments and successful responses to a series of other challenges.

After his successful three-year canvass of the state, Samuel Wait was elected principal of the new institution. Sixteen students registered on February 3, 1834; before the end of the year seventy-two had enrolled. The manual labor principle, adopted as a partial means of financing the institution, was abandoned after five years, and the school was rechartered in 1838 as Wake Forest College.

The economic crisis of 1837 had such an adverse effect that support for the College and student enrollment steadily declined; only a loan of \$10,000 from the State Literary Fund in 1841 prevented bankruptcy. During these years of arduous struggle to keep the College alive, President Wait exhausted his physical strength and contracted an illness which forced him to resign the presidency in 1845.

William Hooper succeeded Wait, and the prospects of the College became brighter. Hooper, a grandson of one of North Carolina's three signers of the Declaration of Independence, had received his education at the University of North Carolina. As a native North Carolinian with family connections extending over several generations, he was able to mobilize public opinion in support of the College.

After Hooper's resignation the Trustees elected to the presidency Professor of Mathematics John B. White, a graduate of Brown University. Since the mortgages on the physical facilities had been paid during Hooper's tenure, fund raising efforts during President White's administration could be concentrated on increasing the College endowment. The Trustees authorized a capital campaign and selected as its leader Washington Manly Wingate, an 1849 graduate who within a year and a half raised approximately \$33,000.

But the temper of the times was unsuited to leadership by a Northerner, and President White resigned in 1854. The Trustees chose as his successor Wingate, then twenty-six years old and the first alumnus of the College to serve as president. Under his vigorous leadership, which spanned nearly three decades, the quality of students improved and new faculty members were added. During the first eight years of

Wingate's administration, sixty-six students graduated—more than half of the total graduated during the first twenty-three years in the life of the College. In 1857 President Wingate launched a campaign to produce an additional endowment of \$50,000, over one-half of which was raised in a single evening during the 1857 meeting of the Convention.

This period of growth and expansion was cut short by the division of the nation in 1861. The Conscription Act of 1863 did not exempt students, and for three years of the Civil War the College suspended operations. The buildings were used briefly for a girls' school; after 1863 the Confederate government used College facilities as a military hospital.

Following Sherman's march through the South and Lee's surrender at Appomattox, a peace of desolation pervaded the region. Supporters of Wake Forest surveyed what remained; College buildings, now leaky and in poor repair; approximately \$11,700 from a pre-war endowment of \$100,000; the former president and faculty; a loyal group of trustees. There was also something else: an indomitable spirit of determination that Wake Forest should emerge from the wreck of the war and fulfill its mission.

The needs of the College were great and financial prospects poor, but in November 1865, barely six months after the end of the war, nine members of the Board of Trustees, acting with unwarranted courage, authorized the resumption of classes. Wingate was persuaded to resume the presidency, and on January 15, 1866, fifty-one students enrolled. The number increased as the South and its economy slowly recovered.

President Wingate realized that the people of North Carolina had to be awakened to the need for education in the nascent south, and that they must be persuaded that Wake Forest could help serve that need. To launch this campaign, a Baptist-sponsored, statewide educational convention was held in Raleigh, but before funds could be collected, the financial crisis of 1873 ended all immediate hope for endowment. The failure of the 1873-74 fund raising campaign placed the College in a precarious position. The triple encumbrances of war, reconstruction, and financial panic made it evident that little money could be raised in North Carolina. The Committee on Endowment of the Board of Trustees appointed James S. Purefoy, a local merchant and Baptist minister, as agent to solicit funds in the Northern states for continued operation of the College. While serving as treasurer of the Board before the war, he had salvaged \$11,700 from the pre-war endowment of \$100,000 by persuading the Trustees to invest half of the endowment in state bonds. After two years of unrelenting and often discouraging labor, without remuneration, he placed in the hands of the Trustees the sum of \$9,200.

It was also in the bleak days of financial uncertainty that a Wake Forest student, James W. Denmark, proposed and founded the first college student loan fund in the United States. A Confederate veteran, Denmark had worked six years to accumulate enough money for his own college expenses. Soon after entering Wake Forest in 1871 he realized that many students had the same great financial need. From his meager funds he spent five dollars for post cards and wrote to college presidents across the country asking how their loan funds were organized. When he found that the colleges had none, he enlisted the support of faculty and students

at Wake Forest and in 1877 persuaded the Legislature to charter the North Carolina Baptist Student Loan Fund. Now known as the James W. Denmark Loan Fund, it is the oldest college student loan fund in the United States and has assets of \$325,000 to serve the needs of students according to the purposes of its founder.

By the close of President Wingate's second administration in 1879, the College had been successfully revived. The endowment had been increased and new construction had begun. Perhaps the greatest service President Wingate rendered was bringing to the College a faculty of highly qualified scholars who served the College with distinction and dedication over many years. Among them were Professors William G. Simmons (1855-88), William Royall (1859-70; 1880-92), William Bailey Royall (1866-1928), Luther Rice Mills (1867-1907), and Charles Elisha Taylor (1870-1915), who served as president from 1884 to 1905. Two other scholars who became tutors or adjunct professors in the last year of President Wingate's administration were also destined to play important roles in the life of the College. Needham Y. Gulley, who established the School of Law in 1894 and served as its first dean for thirty-six years, and biologist William Louis Poteat, who served the College for fifty years, twenty-two of them as president.

The administration of President Thomas Henderson Pritchard, which followed that of President Wingate, was brief and served principally to further Wingate's efforts to persuade Baptists and other North Carolinians to improve the deplorable condition of education in the state. The second alumnus of the College to serve as president, Pritchard was an eloquent speaker whose prominent leadership among Baptists increased the patronage of the College and improved its image among its constituency.

Charles Elisha Taylor, whom President Wingate had brought to the faculty in 1880, was elected in 1884 to serve as the sixth president.

Taylor's administration from 1884 to 1905 brought enrichment of the academic program in a variety of ways. Academic departments were increased from eight to thirteen, and the size of the faculty more than doubled. Two new schools were added: the School of Law in 1894 and the School of Medicine in 1902. Progress in other areas included the addition of buildings and the landscaping of the campus. Over 400 trees were planted, making *Magnolia grandiflora* almost synonymous with the Wake Forest campus.

President Taylor was succeeded by William Louis Poteat. Affectionately known as "Doctor Billy" to students during and after his twenty-two year administration, he continued to promote the general growth of all areas of College life. Special emphasis was placed on development in the sciences, reflecting in part the interests of the president and in part the need to enrich the pre-medical training required by the new School of Medicine.

As student enrollment increased from 313 in 1905 to 742 in 1927, there was a corresponding increase in the size of the faculty. Registration in religion, English, education, and the social sciences required more administrative direction, and a dean and a registrar were employed along with a library staff. Propelled by the trend of the other colleges in the state, Wake Forest also gave more attention to sports and achieved an envied reputation in baseball and football. Also notable during President Poteat's administration was the continued growth of the endowment.

Beyond these significant material advances, President Poteat brought distinction in the form of state and national recognition. A devout Christian, an eloquent speaker, and an accomplished scholar, he became a national leader in education and probably the foremost Baptist layman in the state. As a distinguished scientist he was among the first to introduce the theory of evolution to his biology classes. The Christian commitment in his personal and public life enabled him to defend successfully his views on evolution before the Baptist State Convention in 1922, in a major victory for academic freedom that attracted nationwide attention. Through his influence and that of Wake Forest alumni who supported his view, the North Carolina Legislature refused to follow other Southern states in the passage of anti-evolution laws in the 1920s.

During the administration of Poteat's successor, Francis Pendleton Gaines (1927-1930), the academic program continued to improve. In 1930 the Trustees selected Thurman D. Kitchin, dean of the medical school, to fill the presidency. Kitchin was a member of a family prominent in state and national affairs: one brother, William W. Kitchin, had served as governor of North Carolina; another, Claude Kitchin, had served as majority leader in the United States House of Representatives. Kitchin's twenty-year administration was one of progress in the face of many obstacles—Depression, destructive campus fires (one of which destroyed venerable Wait Hall), the disruption caused by World War II, and a depleted student body.

Notable accomplishments during this period were the approval in 1936 of the School of Law by the American Bar Association and in 1941 the removal of the School of Medicine to Winston-Salem, where it undertook full four-year operation in association with the North Carolina Baptist Hospital as the Bowman Gray School of Medicine, named after the benefactor whose bequest made expansion possible.

World War II brought other changes. Although the College was able to remain open, enrollment dropped in 1942 to 474. The College met this crisis by modifying its century-old admissions policy and becoming a coeducational institution that year. In the post-war period, enrollment mushroomed with the return of the veterans and reached a peak of 1,762 by 1949. Just before World War II a \$7,000,000 capital expansion campaign for buildings and endowment had been launched by President Kitchin. The war forced the postponement of construction, but out of the campaign came a proposal which offered another war-ridden Wake Forest an opportunity for yet another rebirth. The Z. Smith Reynolds Foundation proposed that up to \$350,000 a year of its income (an amount which has steadily increased over the years) be given in perpetuity to the College, provided that the entire College be relocated in Winston-Salem and that other friends of the College provide a campus site and buildings. In 1946 the Board of Trustees, the Convention, and the Baptist constituency of the state accepted the Reynolds proposal. Charles H. Babcock and his wife Mary Reynolds Babcock offered a 320-acre tract of their Reynolda estate as a site for the new campus.

To move an institution over 100 years old from its rural setting 110 miles to a new campus in an urban area required leadership of great vision, determination, and youthful vigor. To succeed President Kitchin, who retired on his sixty-fifth birthday, the Trustees in 1950 elected to the presidency Harold Wayland Tribble, then president of Andover Newton Theological Seminary and a noted Baptist theologian. President

Tribble immediately began to mobilize alumni and friends of the College, and the Baptist State Convention, in support of the great transition.

In the spring of 1951, William Neal Reynolds and Nancy Reynolds offered an anonymous challenge gift of \$2,000,000 on the condition that the College raise \$3,000,000 by June 30, 1952. The deadline was extended and the challenge met by January 1953. Mr. Reynolds died in September 1951 (the Foundation assumed his \$1,500,000 share of the challenge grant) and he willed Wake Forest \$1,000,000, to be paid at the time of removal. In recognition of his bequest the new gymnasium was named for him. Because of the capital funds received from the Reynolds Foundation, the Trustees voted that the library be named the Z. Smith Reynolds Library and the administration building Reynolda Hall.

Groundbreaking ceremonies were held in Winston-Salem on October 15, 1951, when a crowd of more than 20,000 watched President Harry Truman lift the first shovel of dirt to begin construction of the new Wake Forest campus. Between 1951 and 1956 fourteen buildings were erected; the removal of the College to its new home was accomplished in time for the opening of the summer session in 1956.

During the next eleven years of President Tribble's administration the College experienced many changes. It had revised its curriculum before moving to the new campus, offering greater flexibility to students, whose number increased to 3,022. The size of the faculty expanded, reducing the student/teacher ratio to fourteen-to-one.

Additional resources came to the College in its new home. In 1954 the will of Colonel George Foster Hankins provided over \$1,000,000 to be used for scholarships. In 1956 the Ford Foundation contributed \$680,000 to the endowment of the undergraduate program and \$1,600,000 to the Bowman Gray School of Medicine. After the completion of a challenge gift of \$3,000,000 offered in 1965, the Foundation raised its annual contribution to \$620,000. The holdings of the University's libraries more than tripled, and the Z. Smith Reynolds Library was awarded the income from an endowment fund of \$4,500,000 contributed by the Mary Reynolds Babcock Foundation and Nancy Reynolds.

Graduate work, first offered in 1866 but suspended during the removal program, was resumed in 1961 with the establishment of the Division of Graduate Studies. In 1967, recognizing the augmented resources of the College, the Trustees officially changed the institution's name to Wake Forest University. The Division of Graduate Studies became the Graduate School and the name Wake Forest College was retained as the designation for the undergraduate school.

After seventeen years of strenuous effort, President Tribble retired in 1967, leaving as his lasting memorial the removal of the College from Wake Forest to Winston-Salem and its changed status from college to university, with enhanced resources and academic distinction. As his successor the Trustees chose James Ralph Scales (1967-1983), former president of Oklahoma Baptist University and former dean of arts and sciences at Oklahoma State University. His administration saw important new developments. The Guy T. and Clara H. Carswell Scholarship Fund, valued at \$1,600,000, was established in 1967 in support of the undergraduate College. The new Graduate School of Management in 1969 was named in honor of Charles H. Babcock. Through the generosity of the Z. Smith Reynolds Foundation and Nancy

Reynolds, a building was constructed to house the Babcock School; a subsequent gift of \$2,000,000 was received from the Mary Reynolds Babcock Foundation for endowment. The James R. Scales Fine Arts Center was opened in 1976, marking a major phase of the College's growth in comprehensive liberal arts education. An athletic center and additions to the School of Law building, Guy T. Carswell Hall, have further expanded the physical resources of the Reynolda Campus.

Wake Forest has expanded its programs as well as its physical facilities. The University offers study for the baccalaureate degree in over thirty areas listed on page 54. Exchange programs with local institutions and with universities abroad have further expanded the range of choice and opportunity. In addition, Wake Forest maintains residential language centers in Venice and London for foreign study within the College curriculum.

President Scales left office on October 1, 1983 to return to teaching as the University's first Worrell Professor of Anglo-American studies. The Trustees selected Thomas K. Hearn Jr., a philosopher and former dean for non-medical affairs at the University of Alabama-Birmingham, as the University's twelfth president. He was inaugurated on November 4, 1983.

Wake Forest celebrates its sesquicentennial anniversary in 1984.



John Williard, vice president and treasurer

Student Life

Student life at the University is designed to offer a wide range of social, cultural, religious, and athletic resources to complement academic studies. The University is a community, and the sense of community is fostered by rich opportunities for personal growth.

Student Government has jurisdiction in certain areas over all undergraduate students. Its judicial branch includes the Honor Council and the Judicial Board which hear cases involving violations of the honor code or of University rules. The College Union plans, directs, and funds activities. Men's social fraternities and women's societies are members of the Interfraternity and Intersociety Councils respectively. A Women's Residence Council represents all students who live on the south side of the campus. There are chapters of the major honor societies and professional societies for qualified students, and the University makes a number of academic awards for distinguished student achievement and service. Intercollegiate athletics for men and for women and an intramural sports program are strong, distinguished by tradition and by performance. Religious activities are central to the life of the University and, like campus cultural opportunities, are distinctive. The University offers a number of additional services to students relating to their physical and mental health, spiritual growth, and preparation for life.

Student Government

The executive branch of the Student Government is comprised of the four student body officers—president, vice president, secretary, treasurer—and the executive advisory committees. Reporting directly to the officers are various committees which work on improving service to students. These committees are open to all students.

The *Student Legislature* is composed of fifty-five student representatives; the vice president of the student body serves as speaker. The Legislature represents the interests of students in social and academic matters and promotes and funds projects of benefit to the student body and the larger community. It oversees disbursement of funds to student groups and recommends the chartering of newly formed student organizations. Major committees are the Charter Committee, the Student Budget Advisory Committee, and the Student Economic Board.

The *Honor Code* is an expression of the concern that students act with honor and integrity. It is an integral part of the Student Government as adopted by students and approved by the faculty. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole community. The honor system obligates students neither to give nor receive aid on any examination, quiz, or other pledge work; to have complete respect for the property rights of others; not to make false or deceiving statements regarding academic matters to another member of the University community, nor to give false testimony or refuse to pay just debts; and to confront any student who has violated the honor system and tell him or her that it is his or her responsibility to report

himself or herself or face the possibility of being reported to the Honor Council.

The *Honor Council* consists of ten members—two co-chairpersons selected by the Honor Council of the previous year plus two representatives from each class. There are three non-voting faculty advisers.

It is the duty of the Honor Council to receive, prefer, investigate, and arrange trial proceedings for all charges of violations of the Honor Code. A student who is found guilty of premeditated cheating is immediately suspended or expelled from the University. For convictions of lying, stealing, bad debts, interfering with the Honor Council, or other forms of cheating, the maximum penalty is expulsion and the minimum penalty is probation. Expulsion is automatic upon conviction for a second offense. All actions of the Honor Council are reported in writing to the dean of the College or the dean of the School of Business and Accountancy.

Any student convicted of violating the Honor Code is ineligible to represent the University in any way until the period of punishment—whether suspension, probation, or another form—is completed and the student is returned to good standing. A student who has been suspended can be readmitted to the College only on the approval of the faculty or its Committee on Academic Affairs. During the period of suspension the student cannot be certified to another institution as being in good standing.

The *Case Referral Panel* receives reports on violations of regulations, conducts necessary investigations, and draws up specific charges. Certain cases are referred to the director of housing. Otherwise, where a plea of guilty is entered, the Case Referral Panel levies a penalty. If a plea of not guilty or no plea is entered, the case is forwarded to the Student Judicial Board.

The *Student Judicial Board* is composed of twelve members, at least three men and three women, who are elected at large from the student body. It is the duty of the Board to receive, prefer, and try all charges of social misconduct and violations of University rules and regulations for individual students as well as student organizations not covered by the Honor Council, the director of housing, or the Traffic Appeals Board. A student who violates these regulations or who behaves in such a way as to bring reproach upon him/herself or upon the University is subject to penalties ranging from verbal reprimand to suspension on the first offense. For further offenses, expulsion may occur.

College Union

Under the director of the College Union there are meeting and recreation rooms, lounges, offices for student organizations, a coffee house, and an information center. The College Union is responsible for scheduling entertainment activities, developing and presenting programs to complement academic studies, assisting student organizations, and providing supporting equipment and services. The College Union board of directors, representing all undergraduates, cooperates with the staff in daily operations and supervises the efforts of twelve committees and a large body of student volunteers.

Women's Residence Council

The Women's Residence Council (which includes all residents on the south side of the campus) encourages the idea that a college education is not restricted to the classroom and library but occurs in informal settings as well. WRC sponsors a variety of co-curricular events including forums, social and sports events, informal seminars in the residence halls, mixers, fund raising projects, seminars in practical skills such as resume writing, a banquet to honor the Woman of the Year and Alumna of the Year, and a monthly newsletter. WRC is also involved in planning campus-wide events, such as Homecoming and Springfest.

The Council has the following boards and committees under its jurisdiction: the executive board, the social and functions board, the social committee, the women's concerns committee, the physical facilities committee, and the publicity committee. The two house presidents of each of the four women's dormitories (Bostwick, Johnson, Babcock, and New Dorm), and a representative from each hall constitute the Dorm Council. WRC is a member of the North Carolina Association of Residence Halls.

Women's Residence Council provides an excellent opportunity for women to become involved in campus life and to enhance their college experience.

Interfraternity and Intersociety Councils

The Interfraternity Council is the governing body of eleven social fraternities: Alpha Phi Alpha, Alpha Sigma Phi, Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Omega Psi Phi, Pi Kappa Alpha, Sigma Chi, Sigma Phi Epsilon, Sigma Pi, and Theta Chi. The purpose of the Council is to maintain a high standard of conduct and scholarship. A student must have a C average for the previous semester or a cumulative C average to be initiated. By order of the faculty, students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

The Intersociety Council is the governing body of seven societies for women, each of which has selective membership: Fideles, Lynks, Sophs, Steps, Strings, Thymes, and Phoenix.

Both the Interfraternity and Intersociety Councils must follow University regulations.

Honor Societies and Professional Fraternities

A number of nationally affiliated honor societies have been established: Alpha Epsilon Delta (pre-medicine), Beta Beta Beta (biology), Delta Phi Alpha (German), Delta Sigma Rho/Tau Kappa Alpha (debate), Eta Sigma Phi (classics), Lambda Alpha (anthropology), National Collegiate Players and Anthony Aston Society (drama), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Pershing Rifles and Scabbard and Blade (military), Phi Beta Kappa, Omicron Delta Kappa, and Mortar Board. There are student sections of the American Institute of Physics and the American Chemical Society; professional fraternities include Phi Alpha Delta and Phi Delta Phi (law). There are also chapters of the national service fraternities Alpha

Phi Omega and Circle K, as well as an Accounting Society, the American Marketing Association, a Physical Education Club, a Politics Club, and a Sociology Club.

Academic Awards

The following awards are made annually: the *A. D. Ward Medal* for the senior making the best address at commencement; the *J. B. Currin Medal* for the best oration, essay, or work of music or art on the topic "Christ in Modern Life"; the *D. A. Brown Prize* to the student whose writing most merits recognition; the *M. D. Phillips Prize* to the outstanding senior in Greek or Latin; the *John Y. Phillips Prize* to the outstanding senior in mathematics; the *H. Broadus Jones Award* to the student whose paper shows greatest insight into the works of Shakespeare; the *Ruth Foster Campbell Award* to the student whose ability in the Spanish language and spirit of joyful inquiry into Spanish culture have been most outstanding; the *Forrest W. Clonts Award* to the outstanding senior in history; the *Forrest W. Clonts Research Prize* for the outstanding paper written by a junior or senior non-American history major; the *C. Chilton Pearson Research Prize* for the outstanding paper written by a junior or senior American history major; the *Phi Alpha Theta Research Prize* for the best paper written by a junior or senior member; the *Claud H. Richards Award* to the outstanding senior in politics; the *John Allen Easley Medal* to the outstanding senior in religion; the *American Bible Society Award* for the outstanding senior biblical student; the *Lura Baker Paden Medal* to the outstanding senior in business; the *Wall Street Journal Medal* and a year's subscription to the *Journal* to the outstanding senior in finance; the *A. M. Pullen and Company Medal* to the senior with the highest achievement in accounting; the *William E. Speas Award* to the outstanding senior in physics; the *Carolina Award* to the major in biology who writes the best paper on a subject selected by the national biology society; the *Biology Research Award* to the major in biology who does the best piece of original research; the *Poteat Award* to the student in first year biology who plans to major in biology and is judged most outstanding.

The *William C. and Ruth N. Archie Award*, established by a grant from Ruth N. Archie and from the Archies' son and daughter-in-law, William Archie Jr. and Margaret Archie, is given each year to the graduating senior who, in the opinion of the dean of the College and a faculty committee appointed by the dean, has shown most conspicuously a commitment to liberal learning, to scholarship, and to the ideals of Wake Forest College. In odd-numbered years the award is presented to a woman student; in even-numbered years it is presented to a male student.

Intramural Athletics

The intramural program operates under the auspices of the Department of Physical Education. It provides a variety of competitive activities for students, faculty, and staff. There are sports for male, female, and coed participation. Activities usually included in the intramural program are basketball, cross-country, football, golf, handball, racquetball, soccer, softball, swimming, tennis, volleyball, water polo, wrestling, and weight lifting.

Students occasionally organize club teams for other sports and activities, which are not taught or directed by the College, but which are conducted as student

organizations with the approval of student government and the faculty. These have included rugby, karate, ice hockey, field hockey, hiking, rappelling, general conditioning, dance, and synchronized swimming. Students who are interested in a sport not offered through the College may organize themselves and petition the student government and faculty for approval.

Intercollegiate Athletics

For men:

Under the director of athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association and participates in intercollegiate football, basketball, baseball, golf, tennis, soccer, cross-country, and track. Under the military science staff there is also an intercollegiate program in riflery.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books. Wake Forest offers several special scholarships and awards: the *Brian Piccolo Award* for the football player judged by the coaching staff to best exemplify the qualities of Brian Piccolo during the annual North Carolina game; the *Brian Piccolo Scholarship* for the Chicago-area high school football player entering Wake Forest who best exemplifies the qualities of Brian Piccolo; the *Arnold Palmer Award* for the Wake Forest Athlete of the Year, as judged by lettermen from each team; the *Buddy Worsham Scholarship* for one golfer or more; the *John R. Knott Scholarship* for one golfer or more.

For women:

Under the director of women's athletics, Wake Forest is a member of the National Collegiate Athletic Association and participates in basketball, field hockey, golf, tennis, volleyball, cross-country, and track.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books.

Religious Activities

The Campus Ministry provides a variety of religious activities, including Thursday morning worship in Davis Chapel. In addition to seasonal celebrations throughout the liturgical year, there are retreats, Bible-study and discussion groups, and both independent and church-related social service in the larger community. Baptist, Roman Catholic, Episcopal, and Methodist chaplains represent their faiths and participate jointly in sponsoring activities. Wake Forest Baptist Church meets for weekly worship in Wait Chapel and embraces students, faculty, and members of the larger community. Membership is open without restriction to all who seek its ministry.

The Ecumenical Institute sponsors lectures, colloquia, and publications which foster dialogue among clergy and lay members of Catholic, Jewish, and Protestant faiths. Most are open to students and to others in the community.

Cultural Activities

The University Theatre presents four major productions and several lab plays annually, employing faculty, student, and visiting professional directors. Each year the College Union, with the assistance of the University Theatre, sponsors a musical dinner theatre, directed and performed by students. WFDD-FM broadcasts year-round to the campus and Piedmont North Carolina as an affiliate of National Public Radio. In addition to student announcers, producers, and technicians, it has a small professional staff. WAKE-AM, a completely student-operated radio station, plays popular music during a limited broadcast schedule. Intercollegiate debate at Wake Forest has a long record of excellence, and the College hosts three annual debate tournaments, the Franklin Shirley Dixie Classic, the Pride in Tobacco, and the High School Tournament.

Student publications include *Old Gold and Black*, a weekly newspaper; *The Student*, a literary magazine; and *The Howler*, the yearbook. The College Union sponsors a major speaker series throughout the academic year, and departments in the College engage specialists for other series. The *Institute of Literature* is a program of writers, critics, and scholars in English, classical languages, German, and Romance languages. The *Hester Philosophy Seminar* is an annual colloquium devoted to the major problems of philosophy and their impact on the Christian faith and is a joint undertaking of the Department of Philosophy and the Ecumenical Institute. The *Robinson Lectures* are held biennially and are administered by the Department of Religion. The Department of Psychology sponsors a colloquium series throughout the academic year.

The *Tocqueville Forum* and the *Luce Lectures* bring nationally known speakers to campus—to lecture and teach—under major grants from the Smith Richardson Foundation and the Henry Luce Foundation.

Student musicians perform for academic credit in the Choral Union, the Concert Choir, the Madrigal Singers, the Opera Workshop, the University Symphony, the Demon Deacon Marching Band, the Symphonic Wind Ensemble, the Concert Band, the Jazz Ensemble, the Percussion Ensemble, the Woodwind Quintet, the Brass Quintet, and the Collegium Musicum.

Under the director of concerts, major concerts in the Artists Series are performed in Wait Chapel by orchestras and artists from around the world. Visiting dance soloists and companies and other musical programs are held in Brendle Recital Hall in the James Ralph Scales Fine Arts Center. Recitals are played by both students and guest carillonners on the Janet Jeffrey Carlile Harris Carillon. Students in the Chapel Bell Guild play English handbells for convocations and services in Wait Chapel. The Department of Music sponsors performances by faculty members, students, and visiting artists in most areas of applied music instruction.

All concerts are open to students and to others in the community.

In addition to studio instruction in the Department of Art, visiting painters, sculptors, and printmakers teach on campus and at the nearby Southeastern Center for Contemporary Art, sponsored jointly by the University and the Center. Reynolda House has a regular program of instruction in art history related to its special collection in American art. The College Union has an expanding collection of

contemporary works of art, under student administration and exhibited in Reynolda Hall and elsewhere on campus. The T. J. Simmons Collection of paintings, etchings, lithographs, and sculpture is also distributed for permanent campus display. An active group of student photographers exhibits its own work and that of professional photographers in the College Union gallery adjacent to DeFamble Auditorium. Cultural resources in the community, in addition to Reynolda House and the Southeastern Center for Contemporary Art, include the historic restored Moravian village of Old Salem, the Museum of Early Southern Decorative Arts, the North Carolina School of the Arts and its associated professional performing companies in theatre, dance, and music, and the Winston-Salem Symphony and Chorale. Folk art, professional art, and crafts fairs are frequent.

Educational Planning and Placement

The office for educational planning and placement in Reynolda Hall offers counseling and consultation over the entire range of educational planning. Assistance is available in the choice of an academic major and in making other decisions that relate to professional or career commitments. Undergraduate and graduate students are invited to take advantage of these services. The office provides extensive library resources for use by students involved in planning and placement activities. Interviews with potential employers may be arranged through the office.

University Counseling Center

The University Counseling Center, located in 118 Reynolda Hall, offers a complete range of counseling and psychological services. Students can discuss their personal, educational, and career concerns with a professional counselor or a psychologist. A variety of tests is available to help students identify their vocational aptitudes, educational interests, study/learning skills, and personality traits. Special programs help students increase their self-confidence, manage their emotions, modify their behavior, or improve their relationships. Brochures on studying, stress management, substance abuse, and other topics are available. Psychological emergencies on campus are handled through the Center. Appointments are available Monday through Friday between the hours of 8:30 a.m. and 12:00 noon and between 1:00 p.m. and 5:00 p.m. Confidentiality is assured and no fees are charged to students. Brian Austin is the director.

Student Health Service

The Student Health Service is located in Kitchin House and provides primary care services, including general health maintenance, diagnostic and treatment procedures, and referral to specialists. It is open when residence halls are in operation and requires a health information questionnaire on file for all students. The services of the clinical staff are covered by tuition; there are additional charges for injections, medications, laboratory tests, special physical examinations, and bed care.

Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a freshman normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

All persons admitted are required to submit a health history, along with the results of a physical examination and certain laboratory tests to the director of the Student Health Service. If a person who has been accepted but has not yet enrolled has or develops a health problem which, in the judgment of the director of the health service, creates a danger to the safety and well-being of the student or others, that person may be required to delay matriculation until the problem is resolved.

Application

An application is secured from the Office of Admissions in person or by mail (7305 Reynolda Station, Winston-Salem, North Carolina 27109). It should be completed and returned to that office, if possible no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by March 1, with prompt notification of applicants. For the spring semester application should be completed and returned, if possible no later than October 15. Except in emergency the final date for applying for the fall semester is August 5 and for the spring semester January 1. Application on this last-date basis is primarily for non-residential students.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the Scholastic Aptitude Test of the College Entrance Examination Board. An accompanying Achievement Test is optional. All test scores should be sent directly

to the University by Educational Testing Service. A \$20 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A \$200 admission deposit is required of all students accepted and must be sent to the Office of Admissions no later than three weeks following notice of acceptance. It is credited toward first semester fees and is refunded in the event of cancellation of application by the student, provided a written request for refund is received by the Office of Admissions no later than May 1 for the fall semester or November 1 for the spring semester. (Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make the admission deposit within two weeks of notification.) Deposits made after May 1 and November 1 are not refundable. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

An early decision plan is available to well qualified high school students who decide by the close of their junior year that their first college choice is Wake Forest. An early decision agreement is required with the application, which is sent to the Office of Admissions after completion of the junior year or by late October of the senior year. Along with high school record, recommendations, and scores on the Scholastic Aptitude Test, at least one Achievement Test, especially in English composition, is strongly recommended.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all the natural science, foreign language, literature, and mathematics requirements of secondary school; to offer a minimum 3.5 quality point average in work of record; and to have achieved a minimum on the Scholastic Aptitude Test of 1200.

Early decision applicants are notified of acceptance no later than November 1 for the fall semester, and the admission deposit is required by January 1. Applicants not admitted are asked to submit a senior year Scholastic Aptitude Test score and first semester senior year grade record, or are advised to apply elsewhere.

Admission of Handicapped Students

Wake Forest College will consider the application of any qualified student on the basis of personal and academic merit, regardless of handicap. A system of ramps and elevators makes all of the programs at Wake Forest accessible to those in wheelchairs or with limited mobility. The University will gladly help handicapped students make arrangements to meet special needs. Students who seek further information should consult the admissions office or the University's Office of Equal Opportunity.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of the College Entrance

Examination Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempted from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions especially well prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the freshman (second semester), sophomore, and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering freshmen must remove the entrance conditions during the first year at Wake Forest.

The writing of transfer students is evaluated during the orientation period each semester, and students whose writing is deficient are given a *composition condition*. For removal of a composition condition the student is required to take English 11 during the first semester for which he or she registers following the assignment of the cc. Removal of the deficiency is prerequisite to graduation.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

An admission deposit of \$200, which is applied toward tuition and fees for the semester for which the student has been accepted, is required to complete admission. Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

Tuition

	Per Semester	Per Year
Full-Time (twelve or more credits)	\$2,775	\$5,550
Part-Time	\$170 per credit	

Students enrolled in the College or in the School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the College Union, the University Theatre, and the health service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admissions to games and concerts, and publications by paying an activity fee of \$75 per semester.

Room Charges

	Per Semester	Per Year
Double occupancy	\$455-460	\$910-920

Most rooms available for first year students are \$455 per semester for men and \$460 for women. Other room rentals range from \$400 to \$585.

Food Services

A cafeteria, soda shop, and table service dining room are located in Reynolda Hall. Board plans are available for \$980, \$1,120, \$1,270, and \$1,380 per year. The format of these plans is a credit card system in which the student is charged only for the amount of food purchased at the time it is purchased. The plan may be used at any University food services facility, and it allows a great deal of flexibility for eating off campus.

Freshmen living in dormitories are required to participate in one of the board plans.

Other Charges

Admission application fee of \$20 is required with each application for admission to cover the cost of processing and is non-refundable.

Admission deposit of \$200 is required of each student entering for the first time or returning after a period of non-attendance and must be sent to the director of admissions within three weeks after acceptance for admission or readmission. The deposit is credited to the student's charges for the semester for which he or she has been accepted for admission. It is refunded if the director of admissions is notified in writing prior to May 1 for the fall semester and November 1 for the spring semester of cancellation of plans to enter the College.

Applied music fees are required in addition to tuition for students enrolling for individual class study in applied music in the Department of Music and are payable in the Office of the Treasurer. The fee for one credit per semester is \$110 and for two credits per semester is \$175.

Hospital bed and board charges are made when the student is confined to the Student Health Service, at a rate of \$44.50 per day. An additional charge is made for special services and expensive drugs. Students **must have** hospital insurance. A group plan is available through the University for those not covered by a family plan. A \$2 charge is added to overdue bills.

Key deposit of \$5 is required for each key issued to a residence hall room and is refunded when the key is returned.

Late registration fee of \$10 is charged to students registering after the dates set by the faculty.

Library fines are charged for lost books and for violation of other library regulations and are payable in the library.

A tuition deposit of \$200 is required, at a date set by the Office of the Treasurer, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is refunded if the treasurer is notified in writing prior to June 1 that the student will not return.

Room change fee of \$5 is charged for authorized room changes made after February 15 in the spring semester. The fine is \$20 for any unauthorized change.

Special examination fee of \$2.50 is required for each examination taken to remove a course condition.

Student apartment rental is payable at \$145 per month.

Motor vehicle registration and traffic fines are \$55 and \$5 to \$10, respectively. All students operating a vehicle on campus (including student apartments and the Graylyn Conference Center) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus. Fines are assessed against students violating parking regulations, copies of which are obtainable from the University Public Safety Office. Proof of ownership must be presented when applying for vehicle registration.

Transcripts of a student's record are issued at a cost of \$2 each.

Refunds

During the academic year, all students, full- and part-time, receive tuition refunds according to the following schedule. This policy applies to students dropping courses as well as those withdrawing. Withdrawals must be official and students must return their ID cards before claiming refunds. *There is no refund of room rent.*

Number of Weeks Attendance	Percentage of Total Tuition to be Refunded
1	Total Tuition Less \$200
2	75 percent
3	50 percent
4	25 percent

Housing

All unmarried freshmen students are required to live in residence halls, except (1) when permission is granted by the dean of students for the student to live with parents or a relative in the Winston-Salem area or (2) by special arrangement when space is not available on campus or (3) if the student has lost residence hall space because of a room contract violation or disciplinary action. Fifth-year students are ineligible for housing. Married students are not usually allowed to live in residence halls except when permitted by the dean of students. Residence halls are supervised by the director of housing, the assistant dean of students for residence life, area coordinators, and hall directors under the direction of the dean of students.

The following charges per year apply for each student in the residence halls: in Kitchin House, Poteat House, Davis House, Taylor House, Huffman Hall, and Efron Hall, \$740 for triple rooms, \$800 for small double rooms, \$910 for large double rooms and \$1,140 for single rooms; double rooms in the suites with interior lounges are \$1,060 for large rooms and \$840 for small rooms; in Johnson and Bostwick Residence Halls, \$920 for double rooms and \$1,100 for single rooms; in Babcock Residence Hall, \$1,060 for double rooms and \$1,160 for single rooms; in New Dormitory, \$1,170 for double rooms; in each of four town house apartments, \$1,170 per occupant. Students living in faculty apartments and language houses pay \$1,170 (the New Dormitory rate). For each of the forty-six married student apartments the charge is \$145 per month. For each of the ten apartments which are shared by two single graduate students, the charge is \$100 per occupant, or \$200 per month.

Academic Calendar

The academic calendar of the College and the School of Business and Accountancy includes a fall semester ending before Christmas, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A three-day orientation period for new students in the College precedes registration for the fall semester. An academic adviser who is either a member of the faculty or an upperclassman in the peer-advising program provides guidance during and between registration periods throughout the student's freshman and sophomore years. Peer advisers are supervised by members of the faculty. Advisers meet with students both individually and in small groups. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major in a field of study at the end of the sophomore year. At that time a new adviser is assigned from the department or departments concerned.

Registration

A two-day registration period for all students in the College and the School of Business and Accountancy opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the treasurer, (2) obtaining a summary of prior record from the registrar, (3) consultation with the academic adviser, (4) sectioning of classes by departmental representatives, and (5) verification of registration cards with class schedules by the registrar.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College and the School of Business and Accountancy have a value of four credits, but others vary from one credit to five. The normal load for a full-time student is eighteen credits per semester, with nineteen (twenty if only four courses are involved) being the maximum permitted at registration. A student may not register for more than twenty credits per semester without the permission of the appropriate dean or the Committee on Academic Affairs. Twelve credits per semester constitutes minimum full-time registration. Recipients of North Carolina Legislative Tuition Grants must be enrolled for at least fourteen credits each semester—by the tenth day of classes. Recipients of veterans benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student may not register for fewer than twelve credits without specific permission from the Committee on Academic Affairs to register as a part-time student.

A full-time student in the fall semester of any year may not be a part-time student in the spring semester immediately following. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status is not eligible for a tuition refund.

The requirements for classification after the freshman year are as follows: sophomore—the removal of all entrance conditions and the completion of not fewer than 29 credits toward a degree, with a minimum of 58 grade points; junior—the completion of not fewer than 60 credits toward a degree, with a minimum of 120 grade points; senior—not fewer than 108 credits toward a degree, with a minimum of 216 grade points.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. One of the most vital aspects of the residential college experience is attendance in the classrooms; its value cannot be fully measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who are deemed to be causing their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the School of Business

and Accountancy, as appropriate, for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or the School of Business and Accountancy.

The office of the dean of the College maintains a list of students who have been absent from class because of illness as certified by the Student Health Service, because of other extenuating circumstances, or as authorized representatives of the College whose names have been submitted by appropriate officials forty-eight hours in advance of the hour when the absences are to begin. Such absences are considered excused and a record of them is available to the student's instructor upon request. The instructor determines whether work missed can be made up.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or in the School of Business and Accountancy; for others the fee is \$60 per course, and permission of the appropriate dean, as well as that of the instructor, is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor. Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of regularly enrolled students who have met the instructor's requirements. In no case may anyone register for an audit course before the first meeting of the class. An audit course may not be changed to a credit course, and a credit course may not be changed to an audit course.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *before* this date must consult the registrar and his or her faculty adviser. *After* this date, the student who wishes to drop a course must consult his or her faculty adviser, the course instructor, and the dean of the College or the dean of the School of Business and Accountancy as appropriate. If the dean approves the request, he authorizes the student to discontinue the course. Except in the case of an emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior, written approval of the appropriate dean, the student will be subject to academic probation for the following semester or to such other penalties as the Committee on Academic Affairs of the faculty may impose.

Withdrawal from the College

A student who finds it necessary to withdraw from the College or the School of Business and Accountancy must do so through the office of the appropriate

dean. With the approval of the dean of the College or the dean of the School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal is taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it the student is expected to refrain from unfairness in any form and to report to the Honor Council any student he or she knows to be cheating. Examinations are turned in with a signed statement that no aid has been given or received.

Grading

For most courses carrying undergraduate credit there are five final and two conditional grades: A (*exceptionally high achievement*), B (*superior*), C (*satisfactory*), D (*passing but unsatisfactory*), E (*conditional failure*), and I (*incomplete*).

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the registrar, and no grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

Grade of I. The grade of I may be assigned only when because of illness or some other emergency a student does not complete the work of the course. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows: for each credit of A, four points; for each credit of B, three points; for each credit of C, two points; for each credit of D, one point; for each credit of E or F, no points.

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the undergraduate schools make available the option, under certain conditions, of registering in courses on a Pass/Fail basis rather than for a letter grade. Courses taken under the Pass/Fail option yield full credit when satisfactorily completed, but whether passed or not they are not computed in the grade point average.

A student may count toward the degree no more than twenty-four credits taken on a Pass/Fail basis. Freshmen and sophomores are not eligible to elect the Pass/Fail

mode, but may enroll for courses offered on a Pass/Fail basis only. A student may during the junior and senior years only elect up to a total of sixteen credits on a Pass/Fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, or major requirements may not be taken on a Pass/Fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a Pass/Fail basis only if the department of the major does not specify otherwise.

Grade Reports and Transcripts

A mid-term report and a final report of grades are issued to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Copies of a student's cumulative record are issued by the registrar, but only on the written authorization of the student and payment of \$2 per transcript.

Dean's List

The Dean's List is issued at the end of the fall and spring semesters. It includes all full-time students in the College and the School of Business and Accountancy who have a grade point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade point system. A degree candidate with a total average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a total average of not less than 3.50 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a total average of not less than 3.00 for all courses attempted is graduated with the distinction *cum laude*. The entire record of a student is considered, with the understanding that a transfer student may receive no distinction which requires a quality point ratio greater than that earned in Wake Forest University. Details are available in the office of the registrar.

Repetition of Courses

A student may not repeat for credit a course for which he or she has already received a grade of C or higher. (When a student repeats a course previously passed, he or she may not earn additional credit for that course. Both grades, however, will be considered in calculating the student's grade point average.)

Probation

A student is responsible at all times for knowing his or her academic standing. Any student who at the end of the fall semester does not have the grade average normally required for continuation at the end of the following spring semester is automatically on academic probation.

Any student who is placed on probation because of Honor Code or conduct code violations is placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time place on probation a student whose academic performance or social behavior is inconsistent with what the committee deems to be in the best interest of the student or the University.

Any student convicted of violating the Honor Code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

Requirements for Continuation

Each student is expected to be aware at all times of his or her academic status and to be responsible for knowing whether he or she has met the University's minimum academic requirements for continuation as outlined below.

On the basis of their cumulative records at the end of the spring semester, those students are academically ineligible to enroll for the following fall (1) who have attempted fewer than 54 credits in all colleges and universities attended and have a grade point average of less than 1.35 on work attempted for a grade in the College or the School of Business and Accountancy; (2) who have attempted as many as 54 but fewer than 98 credits in all colleges and universities attended and have a grade point average of less than 1.65 on work attempted for a grade in the College or the School of Business and Accountancy; (3) who have attempted as many as 98 but fewer than 135 credits in all colleges and universities attended and have a grade point average of less than 1.85 on all work attempted for a grade in the College or the School of Business and Accountancy; (4) who have attempted 135 credits or more in all colleges and universities attended and have a grade point average of less than 1.90 on work attempted for a grade in the College or the School of Business and Accountancy. Non-credit courses, courses taken Pass/Fail, and CLEP and advanced placement credit are not computed in the grade point average. (For the purpose of determining eligibility for graduation, the grade point average is computed on all work attempted in Wake Forest College and the School of Business and Accountancy, and is also computed on all work attempted in all accredited colleges and universities.)

Ordinarily a student who is ineligible to continue may attend the first summer term and if successful in raising the grade point average to the required minimum may enroll for the following fall semester. The student may attend the second summer term if unsuccessful in the first, and if successful then may enroll for the following spring semester. If unsuccessful in meeting the minimum requirements by the end of the second summer term, the student may apply for readmission no earlier than the following summer session.

Under exceptionally extenuating circumstances beyond the control of the student, and after consultation with the appropriate dean, the student may petition the Committee on Academic Affairs for an exception to the foregoing eligibility

requirements. The Committee on Academic Affairs may suspend at the end of an semester or term any student whose record for that term has been unsatisfactory particularly with regard to the number of courses passed and failed, or any student who has not attended class regularly or has otherwise ignored the rules and regulations of the College or the School of Business and Accountancy.

A student who has or develops a health problem which in the judgment of the director of the Student Health Service creates a danger to the safety and well-being of the student or others may be required to withdraw until the problem is resolved.

Requirements for Readmission

A student seeking readmission to the College must meet the minimum academic requirements for continuation. However, a student who has not met the requirements (1) may apply for admission to the summer session only, (2) may apply for readmission after an absence from the College of at least a year and a half, (3) may apply for readmission after less than a year and a half if enrolled in another college or university, or (4) may apply for readmission if the failure to meet minimum requirements was due to exceptionally extenuating circumstances beyond the control of the student.

Senior Conditions

A candidate for graduation in the final semester who receives a grade of E in the previous semester may apply to the registrar for reexamination thirty days after the opening of the final semester but not less than thirty days before its close. All conditions must be removed not less than thirty days before the end of the last semester or term of the student's graduation year. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.

Summer Study

For full-time students, courses taken in the summer at another college or university require the advance approval of the head of the department concerned and the registrar. Courses taken elsewhere on the semester hour plan are computed as transfer credit at 1.125 credits for each approved semester hour.

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

Transfer Credit

All work attempted in other colleges and universities is to be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work satisfactorily completed elsewhere must obtain faculty approval, preferably in advance. Students should be aware that the minimum grade point average (2.0) for graduation is computed on all work attempted in Wake Forest College and the School of Business and Accountancy, and is also computed on all work attempted in all accredited colleges and universities.

Scholarships and Loans

Any student admitted to Wake Forest College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at 7305 Reynolda Station, Winston-Salem, North Carolina 27109. Scholarships supported by funds of the undergraduate schools are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled as an undergraduate or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Full-time students are eligible to apply for federal funds. Half- and part-time students are eligible to apply for limited institutional funds.

Need is a factor in the awarding of most financial aid, and each applicant must file a financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships determines aid awards, and aid is credited, by semester, to the student's account in the office of the treasurer. The Committee on Scholarships reserves the right to revoke financial aid for unsatisfactory academic achievement or for violation of University regulations or federal, state, or local laws. To be eligible for renewal of aid, a student must remain enrolled on a normal full-time basis and be in good standing, making satisfactory progress toward a degree. The committee does not award institutional scholarships to students earning less than a 2.0 grade average on all work attempted at Wake Forest.

Scholarships

The Reynolds Scholarships are awarded each year to four extraordinarily capable men or women entering the College as first year students. Made possible through a grant from the Z. Smith Reynolds Foundation, these scholarships cover the cost of tuition, room, and board, and include an allowance for books and personal expenses. Scholars may receive up to \$1,500 each summer for travel or study projects approved by the Reynolds Committee. The Reynolds Scholarships are awarded without regard to financial need and will be renewed annually through the recipients' fourth year of college, subject to satisfactory performance.

The O. W. Wilson Scholarship, created under the will of O. W. Wilson of Yancey County, North Carolina is awarded to an individual who demonstrates outstanding qualities of intellectual promise and leadership. The scholarship has a value equivalent to annual tuition and provides summer grant opportunities to encourage individual study projects.

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, North Carolina, carry an annual value ranging from a minimum stipend of \$2,000 to a maximum stipend of \$8,000, with awards for more than \$2,000 determined on the basis of need. Each scholar may apply for at least one summer grant of up to \$1,000 to fund travel

and study projects of the student's design. A Carswell scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to forty scholars are selected annually.

The George Foster Hankins Scholarships for Freshmen, made possible by the late Colonel George Foster Hankins of Lexington, North Carolina for residents of North Carolina or children of alumni living in other states, with preference given to residents of Davidson County, North Carolina, have a value of up to \$8,000.

The George Foster Hankins Scholarships for Upperclassmen for students who have been enrolled for at least one semester, with preference given to applicants from Davidson County, North Carolina, vary in value according to need.

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a freshman from the Piedmont area of North Carolina who is majoring in chemistry. The scholarship has a value of \$2,000 and is awarded on the basis of need.

The Alpha Phi Omega Scholarship, established by the Kappa Theta Chapter of Alpha Phi Omega, is made available in alternate years to a freshman who presents evidence of need and an excellent high school record. It has a minimum value of \$200.

The Camillo Artom Fund for Italian Studies was established in 1976 in honor of Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well qualified students who can demonstrate need are eligible to apply. (Interested persons should apply in the office of the provost.)

The George M. and Daisy Olive Beavers Scholarship Fund, donated by Lydia Beavers in memory of her parents, is for one scholarship awarded on the basis of leadership, good citizenship, and excellence of character.

The Eliza Pratt Brown Scholarship, donated by the late Junius Calvin Brown of Madison, North Carolina in honor of his wife Eliza Pratt Brown, is used to assist needy, worthy, and deserving students from North Carolina, with preference given to students from the town of Madison and Rockingham County, for a maximum of \$2,000.

The J. G. Carroll Memorial Athletic Scholarship, donated in memory of J. G. Carroll, former associate professor of mathematics, is made to a deserving athlete who is not on a regular athletic scholarship, for a value of approximately \$100.

The James Lee Carver Scholarship, donated by Jean Freeman Carver with her children James Lee Carver II and Elizabeth Jeanine Carver in memory of her husband James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, North Carolina, for a value of approximately \$300.

The College Scholarships, in the amount of \$100 to \$5,000 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

The Jennifer Rose Cooke and Laura Elizabeth Scales Memorial Scholarship, established by Charles H. Cooke of Oklahoma City, Oklahoma in memory of the daughters of Charles H. and Edith Cooke and James Ralph and Betty Scales, carries a minimum stipend of \$3,600 and is awarded on the basis of academic ability and commitment to serve in the field of international relations. Application is made to a special committee.

The William Henry Crouch Scholarship for ministerial students has been established by the Providence Baptist Church of Charlotte, North Carolina in honor of its pastor. The scholarship is valued at \$3,000 per year and is available for a North Carolina Baptist ministerial student or students based upon merit or need.

The O. B. Crowell Memorial Scholarship Fund, donated by Louise T. Crowell of Hendersonville, North Carolina in memory of her husband O. B. Crowell, is awarded on the basis of character, need, and promise, for a value of approximately \$600.

The Gary Franklin Culler Scholarship Fund, donated in memory of Gary Franklin Culler, is awarded on the basis of academic ability and outstanding leadership potential, with preference given to students from High Point, North Carolina, for a value of approximately \$700.

The J. B. Dickinson Jr. Scholarship, donated by Bonders Inc. of Dunn, North Carolina in memory of John Brewer Dickinson Jr., is awarded to a rising senior accounting major on the basis of academic excellence and professional promise.

The Lecausey P. and Lula H. Freeman Scholarship, donated by Mr. and Mrs. G. H. Singleton of Raleigh, North Carolina in memory of the parents of Mrs. Singleton, is available to a freshman, sophomore, or junior whose home is within the West Chowan Baptist Association of North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship, which is renewable on the basis of need and ability except for the senior year, for a value of approximately \$200.

The Charles A. Frueauff Scholarships are provided annually by the Charles A. Frueauff Foundation for middle-income students who live outside North Carolina. Amounts vary according to need, up to \$1,500.

The James W. Gill Scholarship, donated by Ruth R. Gill in memory of her husband James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince George Counties, Maryland, for a value of approximately \$600.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with slight preference given to students from Halifax County, North Carolina.

The Wallace Barger Goebel Scholarship, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the pre-medical program, for a value of approximately \$400.

The Fuller Hamrick Scholarship, created under the will of the late Everett C. Snyder of Wake Forest, North Carolina in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, North Carolina, for a value of approximately \$550.

The Margaret S. Hasty Memorial Scholarship Fund, established by Judge Fred H. Hasty in memory and honor of his beloved wife, is for one or more female undergraduate students with good academic ability and financial need. The scholarship is renewable if the student places in the upper third of her class.

The Frank P. Hobgood Scholarship, donated by Kate H. Hobgood of Reidsville, North Carolina in memory of her husband, is available to those who qualify on the basis

of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for the residents of the Reidsville, North Carolina area recommended by the deacons of the First Baptist Church of Reidsville and for a value of \$500.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford Counties, North Carolina and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The George W. Kane Scholarship, established by the George W. Kane Company in honor of George W. Kane, former member of the Wake Forest College Board of Visitors, is a full tuition scholarship and is awarded on the basis of academic merit and need.

The J. Lee Keiger Sr. Scholarship is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the ALLTEL North Carolina Telephone Company service region, for a value of \$750.

The Sarah C. and C. A. Kent Scholarships are awarded to freshmen and upperclassmen on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately \$800.

The Charles L. Little Scholarship Fund, established by Charles L. Little, is given to upperclass students. Preference is given to pre-medical students from Anson County and immediately adjacent counties in North Carolina who provide satisfactory evidence of a willingness to give serious consideration to practicing medicine in Wadesboro, or Anson County, North Carolina.

The Wilma L. McCurdy Memorial Fund Scholarship is awarded on the basis of character, academic standing, and need, in the amount of \$750 per academic year. Application must be made annually.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student for a value of approximately \$125.

The Robert Lee Middleton Scholarship, donated by Sarah Edwards Middleton of Nashville, Tennessee in memory of her husband, is awarded on the basis of character, purpose, intelligence, and need, with preference given to the student planning to enter the field of literature, accounting, teaching, or the gospel ministry or other full-time religious work.

The Mildred Bronson Miller Scholarship Fund, donated by Mildred B. Miller of Atlanta, Georgia, is awarded to students on the basis of leadership, dedication, competitiveness, and citizenship.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, North Carolina in memory of his parents John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance, for a

value of \$200.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to attend college, for a value of from \$200 to \$1,500 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Benjamin Wingate Parham Scholarship, donated by Kate J. Parham of Oxford, North Carolina in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, North Carolina, make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

The William Louis Poteat Scholarships, valued at \$2,000 per year, are available to eleven freshmen, one from each Congressional District of North Carolina. To be eligible a student must be an active member of a Southern Baptist Church in North Carolina, must be likely to make a significant contribution to church and society, and must be appreciative of the quality of education available at Wake Forest University.

The A. M. Pullen and Company Scholarship, granted by the A. M. Pullen Company to an outstanding upper division accounting major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, has a value of \$750.

The Kenneth Tyson Raynor Scholarship, donated by friends of the late Kenneth Tyson Raynor, professor of mathematics, is awarded annually by the mathematics and computer science faculty. The award is made on the basis of academic ability to an individual majoring in mathematics who has achieved junior standing.

The Kate B. Reynolds Memorial Scholarships, donated in memory of Kate B. Reynolds, are for residents of Forsyth County, North Carolina who, without financial aid, would be unable to obtain education beyond high school. At least four scholarships are awarded, with a value up to \$2,400.

The Reserve Officers' Training Corps (ROTC) Scholarships, made available by the US Army, are awarded for academic and personal achievement. The four, three, two, and one year scholarships, each with an annual value of more than \$5,000, cover tuition, fees, books, and classroom materials. A monthly stipend of \$100 is also given during the academic year. Recipients must participate in the ROTC program and maintain satisfactory academic progress. Four year scholarships must be applied for in the junior or senior years of high school. Other scholarships must be applied for through the Department of Military Science, Wake Forest University. Some preference is given to students of biology, chemistry, mathematics, and physics. Two-year scholarships for rising juniors are also available on the basis of academic accomplishment and outstanding performance at the six-week ROTC Basic Camp.

The Robert Forest Smith III Scholarship Fund, donated by the Rev. Mr. and Mrs. Robert

Forest Smith Jr. and other citizens of Hickory, North Carolina in memory of Robert Forest Smith III, is awarded to an entering freshman who qualifies on the basis of need and on distinction in high school government, with preference given to those who plan to enter government service, and with strong preference given to students exemplifying positive Christian principles, for a value of \$1,000.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County, for a value of \$2,000.

The J. W. Straughan Scholarship, donated by Mattie, Mable, and Alice Straughan in memory of their brother J. W. Straughan of Warsaw, North Carolina, is for those who need financial assistance to continue their education with preference given to students from Duplin County, North Carolina who are interested in pursuing a medical career, especially in the field of family practice.

The Saddy Stephens and Benjamin Louis Sykes Scholarship, donated by Charles L. Sykes and Ralph J. Sykes in memory of their mother and father, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to freshmen from North Carolina, renewable for a value of approximately \$400.

The Tyner-Pitman Scholarship Fund, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, North Carolina, with preference given to deserving students of Union County, have a value of up to \$1,200.

The James Bennett Willis Scholarship Fund, established by James B. Willis of Hamlet, North Carolina, gives preference to North Carolina Baptist students interested in the ministry and Christian education. It is awarded on the basis of need.

The Maria Thornton and Miriam Carlyle Willis Scholarship Fund, established by James B. Willis in memory of his wife and daughter, gives preference to North Carolina Baptist students who are interested in all phases of the ministry of music. It is awarded on the basis of need.

The Charles Littell Wilson Scholarship, created under the will of Jennie Mayes Wilson in memory of her husband Charles Littell Wilson, is for a freshman, with a value from \$200 to \$600.

The O. W. Wilson-Yancey County Scholarships, created under the will of O. W. Wilson of Yancey County, North Carolina, are awarded to students from Yancey County who have excellent academic records and who demonstrate need.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William L. Wyatt Jr. of Raleigh, North Carolina in memory of their son William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability, for a value of approximately \$500.

Federal Financial Aid Programs

The Federal Government, through the Department of Education, sponsors five programs to help pay college costs. These programs are Pell Grants, Supplemental

Educational Opportunity Grants (SEOG), College Work/Study, National Direct Student Loans (NDSL), Guaranteed Student Loans (GSL), and Parent Loans for Undergraduate Students (PLUS). To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress. (See the statement in bold face on page 18.) The five programs are outlined as follows:

Pell Grants are federal funds awarded to undergraduate students with exceptional financial need who require these grants to attend college, for a value of from \$135 to \$1,800 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college and who show academic or creative promise, for a value from \$200 to \$2,000 a year. The amount of financial assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The College Work/Study Program makes on-campus employment available to students who show evidence of financial need. Students work during the academic year for campus minimum wage or above, at an average of ten to fifteen hours per week in the Z. Smith Reynolds Library, Reynolda Hall, College Union, Reynolda Gardens, and other places on campus.

The National Direct Student Loan Program makes available loans up to \$2,500 per year for students in need of financial assistance with an interest rate of 5 percent. These are examples of typical repayment schedules:

Aggregate Loan	Quarterly Payments	Amount of Payment	Total Interest Paid	Total Payment
\$2,500	35	\$ 90.00	\$ 590.22	\$3,090.22
5,000	40	159.61	1,384.27	6,384.27
7,500	40	239.41	2,076.44	9,576.44

Aggregate undergraduate sums may not exceed \$3,000 for the first two years or \$6,000 for four years, but may be extended to \$12,000 for those who also borrow for graduate or professional study, with an interest rate of 5 percent.

The Guaranteed Student Loan Program makes available loans up to \$2,500 for undergraduate students. Aggregate undergraduate sums may not exceed \$12,000, but may be extended to \$25,000 for those who also borrow for graduate or professional study. The maximum loan per year for graduate students is \$5,000. Loans are insured by the federal government or guaranteed by a state or private non-profit guarantee agency. The federal government pays the 9 percent interest during in-school and grace periods. Application and information may be obtained from state guarantee agencies or from the appropriate regional office of the United States Office of Education.

The North Carolina Insured Student Loan Program makes available loans up to \$2,000 per year for legal residents enrolled full-time. Aggregate undergraduate sums may

not exceed \$12,000, but may be extended to \$25,000 for those who also borrow for graduate or professional study. The maximum loan each year may not exceed \$2,500 for undergraduates or \$5,000 for graduate or professional students. Loans are insured by the North Carolina State Education Assistance Authority and are processed by the College Foundation. Under certain conditions the United States Office of Education pays the 9 percent interest during the in-school and grace periods.

Financial aid under the Federal Title IV Program is available to eligible students enrolled in a course of study leading to a degree. The normal time in which the course should be completed is four years. Federal regulations specify that the student maintain satisfactory progress in order to receive federal financial aid. Satisfactory progress is defined as meeting the University's minimum academic requirements for continuation outlined as follows: On the basis of cumulative records at the end of the spring semester, students are academically ineligible to enroll for the following fall (1) who have attempted fewer than 54 credits with a grade point average less than 1.35, (2) who have attempted as many as 54 but fewer than 98 credits with a grade point average of less than 1.65, (3) who have attempted as many as 98 but fewer than 135 credits with a grade point average of less than 1.85, or (4) who have attempted 135 credits with a grade point average of less than 1.90. Students who do not meet the minimum requirements at the end of the spring semester may be allowed to continue with the permission of the Committee on Academic Affairs. Such students may be granted federal financial aid for a period of one additional semester. Failure to bring the grade point average to the stated minimum will result in termination of all federal financial aid.

Exchange Scholarships

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent who has junior standing by the end of the semester in which application is made, but who need not be a German major. It provides 750 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 250 marks per month for rent. (Interested students should communicate with the chairman of the Department of German.)

The Spanish Exchange Scholarship, established in 1964 with the University of the Andes in Bogota, Colombia, is available to two students for one semester's study each or one student for two semesters with at least two years of college Spanish or the equivalent. It provides remission of fees, cost of books, and the cost of board and accommodations. (Interested students should communicate with the chairwoman of the Department of Romance Languages.)

The French Exchange Scholarship, established in 1971 with the University of Orleans, France, is available to a graduating senior, who receives a graduate teaching assistantship at the University of Orleans for two semesters. (Interested students should communicate with the chairwoman of the Department of Romance Languages.)

Loans

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled for full-time for a value of up to \$7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of 1 percent during the in-school and grace periods and 7 percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, North Carolina, is for needy students.

The Council Fund, established in 1935 by C. T. Council of Durham, North Carolina, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, North Carolina, is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding \$1,500 each year and \$6,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Birdie Dunn of Wake County, North Carolina in memory of her mother, is for needy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, North Carolina.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to the former bursar.

The Friendly Student Loan Fund, established in 1948 by Nell E. Stinson of Raleigh, North Carolina in memory of her sister Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of George Foster Hankins of Lexington, North Carolina, gives preference to applicants from Davidson County, North Carolina.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel, North Carolina in memory of his first wife Lucy Shearon Harris and his second wife Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance to prevent the disruption of their education.

The Edna Tyner Langston Fund, established in 1942 by Henry J. Langston of Danville, Virginia in memory of his wife, is available to a student agreed upon by the donor and the College.

The Watts Norton Loan Fund, established in 1949 by L. Watts Norton of Durham, North Carolina, is for worthy students enrolled in the Department of Religion who need financial assistance.

The Powers Fund, established in 1944 by Frank P. Powers of Raleigh, North Carolina in memory of his parents Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by J. G. Raby of Tarboro, North Carolina in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County,

North Carolina, is available for ministerial students who have been licensed to preach.

Concessions

North Carolina Legislative Tuition Grants. The North Carolina General Assembly provides yearly grants to all legal residents of North Carolina. To be eligible a student must be enrolled for at least fourteen credits each semester (by the tenth day of classes) and complete a Residency Form 100. The student must not have received a bachelor's degree previously. To receive the grant, the student must also complete an NCLTG application and return it to the financial aid office.

Ministerial students receive an \$800 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus 4 percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive an \$800 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist Foreign Mission Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a \$150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

Other Financial Aid

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the church on the recommendation of the music committee of the church and the Department of Music, for the value of \$300. (Interested students should communicate with the chairwoman of the Department of Music.)

The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to pre-ministerial students on a loan or grant program on the basis of merit and need, and, particularly in the case of grants, academic achievement.

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. (Interested students should communicate with the Office of Placement and Career Development.)

Veterans' Benefits are administered by the Office of the Veterans Administration in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran alike. Progress records are furnished the students, veterans and non-veterans alike, at the end of each scheduled school term.

Special Programs

For students of special ability or interest and for students who can take advantage of off-campus study opportunities, the College offers a variety of programs. These are in addition to combined courses of study in departments in the College and the pre-professional curricula described in this bulletin.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the honors program, students participate in three or more honors seminars during the freshman, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of 3.0 in all work, a student may be graduated with "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary according to the department concerned.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum a limited number of students is selected before or during the freshman year by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the degree is designed by the student and his or her adviser.

Residential Language Centers

For students prepared to speak French, German, Italian, or Spanish on a regular basis with other students studying the same language, the Lovette House (Romance languages) and The Red Farm House (German) are the sites of residential language centers coordinated by members of the Romance languages and German departments. Such students attend regular classes on the campus.

Foreign Area Studies

The Foreign Area Studies program enables students who wish to do so to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 59.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered at the other. An application must be approved by the academic adviser and the dean of the College or the dean of the School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

Opportunities for Study Abroad

London

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example, Art 2320: *English Art, Hogarth to the Present*, and History 2260: *History of London*, in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates sixteen students. Further information may be obtained in the office of the provost.

Venice

For students wishing to spend a semester in Italy, a program of study is available at Casa Artom, the University's residential center on the Grand Canal in Venice. Under various members of the faculty, approximately twenty students focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693: *Venetian Renaissance Art*, Italian 2213: *Spoken Italian*, and other courses offered by the faculty member serving as director.) Students selected for the Venice program are normally required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Further information may be obtained in the office of the provost.

France

For students wishing to study in France, arrangements are made for a semester's instruction at the University of Dijon. Under a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Dijon by student groups of varying levels of preparation. (A major in French is not required, but French 221 or its equivalent is recommended.)

Spain

For students wishing to study in Spain, arrangements are made for a semester's instruction at the University of Salamanca. Under a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of

Salamanca by student groups of varying levels of preparation. (A major in Spanish is not required, but Spanish 221 or its equivalent is recommended.)

India

For students who can spend a semester in India, arrangements are made for instruction in an Indian college or university and travel in the country for a period of about three months. (Written approval from the dean of the College is necessary for fulfilling basic, divisional, or major requirements.)

Independent Study

For students who wish to spend one or more semesters in an approved college or university abroad, arrangements must be made with the head of the department of the major and the dean of the College. An approved application for study abroad must also be filed with the registrar. Up to thirty-six credits for a full-year program may be granted by the College upon satisfactory evaluation of the work taken, but this credit is not guaranteed. Students not on a College program must apply for readmission to the University. Credit is computed as transfer credit at 3.375 credits for three approved semester hours taken abroad.

In addition, the Independent Study Program of the Experiment in International Living is recognized by the College. To participate in this program a student must be regularly enrolled and plan to return to the College after study abroad, and arrangements must be made with the chairperson of the department of the major and the dean of the College. Up to fourteen credits for a one-semester program may be granted upon evidence of satisfactory completion of work taken, but this is subject to evaluation by the dean of the College.



Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the Bachelor of Arts and Bachelor of Science degrees. The Bachelor of Arts degree is conferred with a major in anthropology, art, biology, chemistry, classical studies, economics, English, French, French-Spanish, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, sociology, Spanish, or speech communication and theatre arts. The Bachelor of Science degree is conferred with a major in chemistry, mathematical economics, mathematics, physical education, or physics. The Bachelor of Arts degree is available with a major in intermediate education or education with a state teacher's certificate in social studies, and the Bachelor of Science degree is available with a major in education with a state teacher's certificate in science. The Bachelor of Science degree may be conferred in combined curricula in dentistry, engineering, forestry and environmental studies, medical sciences, medical technology, and the physician assistant program. The School of Business and Accountancy offers undergraduate programs leading to the Bachelor of Science degree with a major in accountancy or business. (See page 164 of this Bulletin.)

A student who receives the Bachelor of Arts or Bachelor of Science degree may not thereafter receive the other of the two degrees.

General Requirements

Students in the College have considerable flexibility in planning their course of study. Except for two semesters of required physical education, only three specific courses are required, one in English composition and two in a foreign language. To complete preparation for more specialized work in a major field or fields, students select three courses in each of four divisions of the undergraduate curriculum: (1) literature and the arts; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; and (4) the social and behavioral sciences. Normally the basic and divisional requirements are completed in the freshman and sophomore years and the requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses for a total of 144 credits. No more than 16 credits toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-123 (ensemble courses); and elective 100-level courses in physical education.

All students must earn a C average on all work attempted at all colleges and universities. Of the 144 credits required for graduation, at least 72 must be completed in the undergraduate schools of Wake Forest University, including the work of the senior year (except for combined degree curricula).

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, provided that course work is completed within

six years of entrance. After six years, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless waived through procedures established by the departments concerned):

English 110 (composition) or 112 (composition and literature)

Foreign language 153 (intermediate level)

Foreign language (literature)

French 213, 214, 216, 217, or the equivalent

Spanish 215, 216, or the equivalent

Italian 215, 216, or the equivalent

German 211 or 212

Russian (any literature course)

Greek 211 or 212

Latin 211, 212, or 216

Hebrew 211

Hindi 211

No credit is given for any language course below the one recommended by the department on the basis of the placement test unless the student is given permission to earn such credit by the Language Placement Appeals Board.

Divisional Requirements

All students must complete three courses in each of the four divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements):

Division I. *Literature and the Arts* (three courses; no more than one course from any one of the four groups)

1. English literature (English 160 or 165)
2. American literature (English 170 or 175)
3. Foreign literature (other than the one used for the basic requirement)
 - Classical languages
 - Greek 211, 212, 231, 241, or 242
 - Latin 211, 212, 216, 221, 225, or 226
 - Classics 253, 254, 263, 264, 265, or 272
 - German 211 or 212
 - Romance languages (French, Italian, Spanish, or Russian literature)
 - Humanities 213, 214, 215, 216, 217, 218, 373, 374, 375, or 378
4. Fine Arts
 - Art 103 or 111
 - Music 101, 102, 181, or 182
 - Theatre Arts 121

- Division II. The Natural Sciences and Mathematics* three courses, selected from two of the four groups)
1. Biology 111, 150, or 151
 2. Chemistry 111, 112 (unless advanced preparation indicates a higher course)
 3. Physics 101, 111, 112, 121, 122
 4. Mathematics 108, 109, 111, 112, 117 (any one; if two, the pair must include 108 or 111 but not both)
- Division III. History, Religion, and Philosophy* (three courses; no more than one course from each group)
1. History 101 or 102
 2. Religion (any 100-level course)
 3. Philosophy 111, 171, or 172
- Division IV. The Social and Behavioral Sciences* (three courses, no more than one from any one department)
1. Anthropology 151 or 152
 2. Economics 111, or 152 (Note that 151 is prerequisite for 152.)
 3. Politics 113, 114, or 115
 4. Psychology 151
 5. Sociology 151

Requirement in Physical Education

All students must complete Physical Education 111 and one additional course selected from the 100-series of physical education courses. The requirement must be met before enrollment in additional physical education elective courses, and in any case before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* under the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is checked during the orientation period each term, and students whose writing is deficient are given a *composition condition*. For removal of a *composition condition* the student is required to take English 11 during the first semester for which he or she registers following the assignment of the *cc*. Removal of the deficiency is prerequisite to graduation.

Basic and Divisional Requirements

The basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the freshman and sophomore years.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

Declaring a Major

To enter upon a major a student should have attained at least sixty credits. The normal time for reaching this point is the end of the second semester of the sophomore year. Thirty days before the end of the sophomore year each student who will have attained the requisite credits by the end of the semester or the end of the summer school is required to indicate to the registrar and to the department or departments concerned the selection of a major for concentration during the junior and senior years. Before this selection is recorded by the registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the dean of the College a written statement indicating the reason(s) for the rejection.

If thirty days before the end of the sophomore year a student sees that he or she will begin the fifth semester without attaining sixty credits, he or she should consult the registrar's office about the proper course to follow.

A student wishing to major in business or in accountancy should make application to the School of Business and Accountancy. (See page 164 of this bulletin.)

The undergraduate schools make a reasonable effort to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot undertake to guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the beginning of the junior year a student may not change from one major to another without the approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University.

Students preparing for the ministry need not major in religion but are advised to elect three courses in religion beyond the course included in the divisional requirements.

The following fields of study are recognized for the major: accountancy, anthropology, art, biology, business, chemistry, classical studies, economics, education, English, French, French-Spanish, German, Greek, history, Latin, mathematical economics, mathematics, music, philosophy, physical education, physics, politics, psychology, religion, sociology, Spanish, and speech communication and theatre arts.

Maximum Number of Courses in a Department

Within the College, a maximum of 48 credits in a single field of study is allowed within the 144 credits required for graduation. Fifty-six credits toward graduation

are allowed in any department authorized to offer two fields of study or more.

These stipulations exclude required related courses from other departments. They further exclude, for students majoring in English, English 110 and 112; for students majoring in mathematics and minoring in computer science, Mathematics 111 and 112; and, for students majoring in a foreign language, elementary courses in that language. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

For purposes of satisfying graduation requirements a student must select one, and only one, of the following options which will receive official recognition on a student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a minor, (4) a double major. *In addition to the options above, a student may complete the requirements of a foreign area studies program.*

Double Majors and Joint Majors

A student may major in two departments in the College with the written permission of the chairperson of each of the departments and on condition that the student meet all requirements for the major in both departments. For administrative purposes, the student must designate one of the two fields as the primary major, which appears first on the student's record.

A joint major consisting of fifty-six credits in two fields of study is available in classical studies, in mathematical economics, and in French-Spanish.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art, biology, chemistry, computer science, educational studies, professional education, English, French language and culture, French literature, German, Greek, history, Latin, mathematics, music, philosophy, physical education, physics, politics, psychology, religion, sociology, Spanish language and culture, Hispanic literature, and speech communication and theatre arts.

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Minors

A Minor in Cultural Resources Preservation. The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in cultural resource preservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aiming at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires the following twenty credits: Anthropology 310, *Museum Design and Operation*; Anthropology 361, *Conservation Archeology*; Art 223, *American*

Architecture; History 366, *Studies in Historic Preservation*; and Sociology 333, *The Urban Community*. It is recommended but not required that students take some of the following courses: Anthropology 151, *General Anthropology I: Archeology and Human Evolution* (may count as a Division IV requirement); Sociology 151, *Principles of Sociology* (may count as a Division IV requirement); Anthropology 356, *Old World Prehistory*; Anthropology 359, *Prehistory of North America*; Art 294, *Modern Architecture*; Art 393, *Practicum*; Anthropology 261, *Museum Practicum*; and History 398, *Individual Study*. Students should consult the adviser for the minor in CRP before declaring such a minor. Students are strongly advised to declare their intention to minor in cultural resource preservation during the first semester of their junior year. Successful completion of the minor in cultural resource preservation will be noted on the student's transcript.

A Minor in Women's Studies. The interdisciplinary minor in women's studies requires a core course (Humanities 121) and five other courses. At least two of the five courses must be in the humanities and two must be in the social sciences, and the courses must be distributed among at least three departments, for a total of twenty-four credits. It is recommended that one of these courses be the upper division seminar, Humanities 321. This structure gives students an understanding of the interdisciplinary nature of women's studies within the context of the traditional liberal arts curriculum. A student minoring in women's studies might take Humanities 121 as a sophomore, one humanities and one social science course as a junior, and Humanities 321, another humanities course, and another social science course as a senior.

The following courses may be included in the minor:

Humanities: Art 251, *Women and Art*; Classics 252, *Women in Antiquity*; English 340, *Women and Literature*; English 376, *American Poetry from 1855 to 1900*; History 365, *Women in American History*; Religion 334B, *Feminist Theology*; Speech Communication and Theatre Arts 357, *The Rhetoric of the Women's Movement*.
Social Sciences: Psychology 265, *Human Sexuality*; Psychology 270L, *Sex Stereotypes and Roles*; Psychology 358, *Psychology of Woman*; Sociology 248, *Marriage and the Family*; Sociology 305, *Male and Female Roles in Society*; Sociology 309, *Sex and Human Relationships*; Sociology 311, *Women in Professions*.

Students intending to minor in women's studies should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the sophomore year. Successful completion of the minor in women's studies will be noted on the student's transcript.

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies

program and advises interested students. Further questions may be directed to the coordinator of international studies. These programs are currently available:

East European Studies. Coordinator, Carl Moses (politics)

Russian 215 is required plus twenty-four credits from the following: Russian 216, History 331, History 332, Politics 232, Economics 255, Anthropology 371, Humanities 215, and seminars, colloquia, or independent studies in one of the departments above.

German Studies. Coordinator, Donald Schoonmaker (politics)

Twelve or thirteen credits from German 153, 211, 212, 217, or 220 are required. In addition, the student should take four courses from the following groups, at least one from each group: (1) History 320 and History/German 231; (2) Politics 233 and 273; (3) Philosophy 241 and 242. Appropriate credit in the above areas could be satisfied by study abroad in Germany.

Italian Studies. Coordinator, Bianca Artom (Romance languages)

Italian through the 215 level is required, plus three courses from the following groups, at least one each from 2 and 3. (1) Literature: Italian 216, Classics 251, Classics 272, and Religion 277; (2) Fine Arts: Art 245, 267, 268, 296C, and 2693., and Music 181, 201, 206, 220, and 221; (3) History and the Social Sciences: Classics 271, History 221, 222, 223, and 398. A semester in Venice or another approved course of study in Italy is also required.

Latin American Studies. Coordinator, Gregorio Martín (Romance languages)

History 271, Politics 236, and Spanish 216 and 223 are required, plus twelve credits from the following: Anthropology 305, Anthropology 342, Economics 252, Politics 235, Spanish 219, 221, and 229. Students are asked to take either Spanish 227, 265, or 266 to fulfill the foreign literature requirement in Division I and are strongly urged to spend a semester studying in Latin America.

Spanish Studies. Coordinator, Kathleen Glenn (Romance languages)

History 2019, Sociology 2029, Spanish 215, and Spanish 224 are required plus twelve credits from the advanced courses in Spanish language and literature offered by the Department of Romance Languages or from the courses offered at the University of Salamanca (currently these include Spanish 1829, 2059, 2259, 2749, and Art 2029.) Students are required to participate in the semester in Spain program at Salamanca and are strongly urged to live at the Lovette House for at least one semester.

Senior Testing

All seniors are required to participate in a testing program designed to provide objective evidence of educational development and employing measures of academic achievement such as selected portions of the Graduate Record Examination and other tests deemed appropriate by the Committee on Academic Affairs. The tests are administered during the spring semester, and relevant results are made available to the student for his or her information. The primary purpose of the program is to provide the University with information for assessing the total educational process. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees in the School of Law

A combined course makes it possible for the student to receive the two degrees of Bachelor of Arts and Juris Doctor in six academic years or their equivalent instead of the usual seven years. The first three years of the combined course are in the College and the last three are in the School of Law.

A student pursuing this plan must (1) complete the basic and divisional course requirements and become qualified for admission to the upper division; (2) initiate an application for admission to the School of Law and secure through the law school adviser, who is a member of the law faculty, permission to pursue the combined course plan; (3) perform the junior year of study in the College under the supervision of a departmental academic adviser and the law school adviser; and (4) complete at least 110 credits in the College with a minimum average of C and the first full year of law in the School of Law with an average sufficient to remain in the School of Law. (Admission to the School of Law is based on the applicant's entire undergraduate record, Law School Admission Test scores, and other criteria, and permission to pursue the combined degree program does not constitute admission to the School of Law.)

The last year of required college academic work must be taken in the College. A student who transfers from another college or university at the end of the first or second year must maintain a minimum average of C on all academic work undertaken in the College.

A student who completes the program successfully is eligible to receive the Bachelor of Arts degree at the end of the first full year in the School of Law; the Juris Doctor degree is awarded to the student who, having received the Bachelor of Arts degree, also fulfills requirements for the Juris Doctor degree. The quantitative and qualitative academic requirements set forth here are minimum requirements for the successful completion of the combined degree program; satisfying the requirements of the three-year program in the College does not necessarily entitle an applicant to admission to the School of Law.

Combined Degrees in Medical Sciences

A limited number of students may receive a Bachelor of Science degree with a major in medical sciences.

Under this plan the student fulfills the requirements for the degree by completing three years of work in the College with a minimum average grade of C and by satisfactorily completing the first full year of medicine (at least thirty semester hours) as outlined by the faculty of the Bowman Gray School of Medicine, with a record entitling promotion to the second year class. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.) At least one year (thirty-six credits) of the required academic work must be completed in the College.

Before entering the School of Medicine for the fourth year of work, candidates for the Bachelor of Science degree with a major in medical sciences must complete the basic course requirements; the divisional course requirements in Divisions I,

III, and IV; the physical education requirement; Biology 111, 150, 151 (any two courses); Biology 312, 320, 321, 326, 351, 360, 370 (any two courses); Chemistry 111 and 112; Chemistry 221 and 222; Physics 111 and 112; mathematics (one course); and electives for a total of 108 credits.

The completion of the prescribed academic subjects does not necessarily entitle an applicant to admission to the School of Medicine. (All other factors being equal, applicants who have done all their work in the College are given preference.)

Combined Degrees in Medical Technology

Students may qualify for the Bachelor of Science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of their junior year with the division of Allied Health Programs of the School of Medicine. Students are selected based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score, impressions made in personal interviews, and work experience (not essential, but important). Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the physical education requirement; Biology 111, 150, 151 (three courses or equivalents); Biology 326; Chemistry 111, 112, 221, and 222; mathematics (one course); and electives for a total of 108 credits. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management courses. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in the Physician Assistant Program

Students may qualify for the Bachelor of Science degree in the physician assistant program by completion of three years (108 credits) in the College with a minimum average grade of C, and by satisfactory completion of the full twenty-four month course in the physician assistant program offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the physical education requirement; at least four courses in biology (including one course in microbiology); and at least four courses in the social sciences (sociology, psychology, and economics) are recommended. A course in statistics and three or four courses in chemistry are also recommended. Applicants to the program must have a minimum of six months clinical experience in patient care services. (Interested students should consult a biology department faculty member during the freshman year for further information.)

Degrees in Microbiology

Students may qualify for the Bachelor of Science degree in microbiology by completion of three years (112 credits) in the College with a minimum average grade of C, and by satisfactory completion of a thirty-two hour major in microbiology in the Bowman Gray School of Medicine. At least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, and the physical education requirement; Microbiology 302, 304 (or Biology 362), 462, and Biology 370, including laboratory (Biology 371); additional courses to complete the major will be selected from Microbiology 401, 403, 407, 408, 415, 416, 417, 418, 431, 432, 433, 434, Biology 321, 348, 360, 373, and 391, 392. Required related courses are two courses in physics and at least two courses in organic chemistry. Additional chemistry and mathematics courses may be suggested by the major adviser for students progressing toward advanced work in microbiology. The student should consult the microbiology adviser during the sophomore year to establish a program of study. Work on the major must begin no later than the fall semester of the junior year.

Degrees in Dentistry

A student may fulfill the requirements for the Bachelor of Science degree with a major in dentistry by completing three years of work in the College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by the University, with a record entitling advancement to the third year class.

For this degree the requirements in the College are the same as those for the degree with a major in medical sciences.

Degrees in Engineering

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three initial years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the degree of Bachelor of Science from the University and the degree of Bachelor of Science in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include the basic and divisional requirements for the Bachelor of Science degree. Suggested courses for the freshman year are English 110 and 160 (or a foreign literature); foreign language courses 211,

215, or 216; Mathematics 111, 112; Physics 121, 122; and Physical Education 111, 112. Suggested courses for the sophomore year are English 170 (or a foreign literature), Philosophy 111; Mathematics 113 or 251; Physics 141, 161, and 162; and Chemistry 111, 112. Suggested courses for the junior year are a history course, a religion course, Mathematics 311, and Economics 151, 152.

This rigorous curriculum demands special aptitude in science and mathematics. Electives are chosen in consultation with the chairman of the Department of Physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program students should consult a faculty member in the biology department.



Courses of Instruction

Plans of study, course descriptions, and the identification of instructors apply to the academic year 1983-84, unless otherwise noted, and reflect official faculty action through March 19, 1984.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar without prior notice.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3, 3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses 101-199 are primarily for freshmen and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduates and graduate students. (Other graduate courses are described in the Bulletin of the Graduate School; a complete listing of summer courses is in the Bulletin of the Summer Session.)

Anthropology

J. Ned Woodall, Chairman

Professors E. Pendleton Banks, Stanton K. Tefft, J. Ned Woodall

Associate Professors David K. Evans, David S. Weaver

Assistant Professor/Curator, Museum of Man, Linda B. Robertson

Adjunct Assistant Professor Jay R. Kaplan

Research Associate/Instructor Ben P. Robertson

A major in anthropology requires a minimum of thirty-six credits and must include Anthropology 151, 152, 340, 380, 388, and either 356 or 359.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381, 382 and four credits from Anthropology 383, 384 may be used to meet major requirements. Additional courses are counted within the limits specified for a single field of study.

A minimum grade point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires twenty-four credits and must include Anthropology 151, 152, and 340. Minors will not receive credit for Anthropology 388, 398, or 399. Only four credits from Anthropology 305, 345, 365, 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation "Honors in Anthropology," highly qualified majors should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

151. General Anthropology I: Archeology and Human Evolution. (4) Origin and evolution of man with a focus on human biological and sociocultural change during the Plio-Pleistocene. (Credit will not be granted for both Anthropology 151 and Anthropology 162.)

152. General Anthropology II: Cultural Anthropology. (4) A cross-cultural analysis of human institutions with a survey of major theories explaining cultural variation and human nature.

260. Archeological Laboratory Practicum. (2) Instruction in artifact cleaning, preservation, cataloging, and analysis; preparation of museum exhibits; familiarization with darkroom procedures, drafting, and report preparation. P—Permission of instructor.

261. Museum Practicum. (3) Designed to give the student practical experience while working at the Museum of Man in six basic areas of museum operation: administration, research, curatorial duties, conservation, exhibition design, and education. P—Permission of instructor.

262. Physical Anthropology Practicum. (2) Practical experience in current problems in physical anthropology. P—Anthropology 151.

305. Conflict and Change on Roatan Island (Honduras). (4) Readings and field research focusing on the barriers and processes of sociocultural and technological change in a heterogeneous island community. *Usually offered in summer.* P—Anthropology 151 or Anthropology 152 and permission of instructor.

310. Museum Design and Operation. (4) The principles of museum design and operation through lectures, readings, workshops with visiting experts in the field, and field trips to neighboring museums (possibly to Washington, DC). Students have an opportunity to put some of the principles in practice by planning and designing exhibits in the Museum of Man. P—Permission of instructor.

321. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

340. Images of Man: Perspectives on Anthropological Thought. (4) A study and evaluation of the major anthropological theories of man and society, including cultural evolutionism, historical particularism, functionalism, structuralism, cultural ecology, and cultural materialism. The relevance and significance of these theories to modern anthropology are discussed. P—Anthropology 151 and Anthropology 152, and sophomore or junior standing, or permission of instructor.

342. Tradition and Conflict in Latin America. (4) Socio-cultural perspectives on contemporary problems in Latin America and the Caribbean. P—Anthropology 151 or Anthropology 152 or permission of instructor.

343. Socio-cultural Development in the Third World. (4) Analytical survey of problems facing Third World nations and the application of anthropology in changing conflict situations today. P—Anthropology 151 or Anthropology 152 or permission of instructor.

44. **Medical Anthropology.** (4) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—Anthropology 151 or permission of instructor.
45. **Mountain Folklore in North Carolina.** (4) The role folklore plays in all human cultures in general and in the culture of the mountain people of Western North Carolina in particular. Field trips to mountain counties conducted. *Usually offered in summer.* P—Permission of instructor.
51. **Physical Anthropology.** (4) Introduction to biological anthropology, human biology, evolution, and variability. P—Anthropology 151.
52. **Laboratory Methods in Physical Anthropology.** (1) Basic methods used by physical anthropologists to gather data, such as blood grouping, measurement, dermatoglyphics, and dental castings. Lab—two hours. P—Permission of instructor.
53. **Peoples and Cultures of Africa.** (4) The ethnology and prehistory of Negro Africa south of the Sahara. P—Anthropology 151 or Anthropology 152.
54. **Primitive Religion.** (4) The worldview and values of non-literate cultures as expressed in myths, rituals, and symbols. P—Anthropology 151 or Anthropology 152.
55. **Language and Culture.** (4) An introduction to the relations between language and culture, including methods for field research. P—Anthropology 151 or Anthropology 152.
56. **Old World Prehistory.** (4) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—Anthropology 151 or permission of instructor.
57. **Archeology of Early Complex Societies.** (4) Comparison of the archeology of early complex societies, with special attention to the Maya, Aztec, and Teotihuacan cultures in Mesoamerica; the Huari and Inca in South America; the Anasazi of North America; and Egyptian and Mesopotamian groups of the Old World. An emphasis will be given to theories of origins and change in complex societies. P—Anthropology 151 or permission of instructor.
58. **The American Indian.** (4) Ethnology and prehistory of the American Indian. P—Anthropology 151 or Anthropology 152.
59. **Prehistory of North America.** (4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—Anthropology 151 or permission of instructor.
60. **Archeology of the Southeastern United States.** (4) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of biological factors in determining the formal aspects of culture. P—Anthropology 151.
61. **Conservation Archeology.** (4) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural sources. P—Anthropology 151 and Anthropology 359 or permission of instructor.
62. **Human Ecology.** (4) The relations between the human being and the inorganic and organic environments as mediated by culture; laboratory experience with aerial

photography and other remote sensing techniques. P—Anthropology 151 or Anthropology 152 or permission of instructor.

364. Human Osteology. (4) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications. P—Anthropology 151 and permission of instructor.

365. Field Research in Physical Anthropology. (2, 3, or 4) Training in technique for the study of problems of physical anthropology, carried out in the field. *Usually offered in the summer.* P—Permission of instructor.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. P—Anthropology 151 and permission of instructor.

371. European Peasant Communities. (4) Lectures, reading, and discussion of selected communities and their sociocultural contexts, including folklore, folk art, and processes of culture change. P—Anthropology 151 or Anthropology 152 or permission of instructor.

380. Anthropological Statistics. (4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 348, Business 201, Mathematics 157, or Sociology 380.)

381, 382. Archeological Research. (4, 4) The recovery of anthropological data through the use of archeology, taught in the excavation and interpretation of a prehistoric site. P—Anthropology 151.

383, 384. Field Research in Cultural Anthropology. (4, 4) Training in technique for the study of foreign cultures, carried out in the field. P—Anthropology 151 or Anthropology 152.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. P—Permission of instructor.

387. Advanced Statistical Analysis in Anthropology. (4) Principles of multivariate statistical analysis and applications to anthropological problems. P—Anthropology 380.

388. Senior Seminar. (4) A review of the contemporary problems in the fields of archeology and physical and cultural anthropology. P—Senior standing or permission of instructor.

398, 399. Individual Study. (1, 2, 3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Art

Margaret S. Smith, Chairwoman

Visiting Professor Terisio Pignatti (Venice)

Associate Professors Robert Knott, Margaret S. Smith

Assistant Professors Gary A. Cook, Paul H. D. Kaplan,

Andrew W. Polk III, Harry B. Titus Jr.

Lecturers Brian Allen, David Bindman, Richard T. Godfrey (London)

Instructors Deborah Fanelli, Elizabeth A. Sutherland

Gallery Director Victor Faccinto

The department offers courses in the history of art and in the practice of drawing, painting, printmaking, and sculpture. The program is designed to introduce students to the humanistic study of the visual arts. The courses are intended to increase the student's understanding of the meaning and purpose of the arts and their historical developments, their role in society, and their relationship to other humanistic disciplines. The work in the classroom and studio is designed to intensify the student's visual perception and to develop a facility in a variety of technical processes. A visiting artist program and varied exhibitions in the gallery of the Scales Arts Center as well as internships in local cultural organizations supplement the regular academic program of the department.

The major in art requires forty credits. For an art history major, eight courses are to be in art history and two in studio art. For a studio art major, eight courses are to be in studio art and two in art history.

The studio art major may earn teacher certification in art education (K-12) by cross registration with the Salem College teacher education program.

A minor in art requires five courses, including at least one course in art history and one course in studio art.

Any student interested in majoring or minoring in art should consult the chairman of the art department.

Qualified students in both the art history and studio areas may ask to participate in the department's honors program. To be graduated with the designation "Honors Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of the departmental faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

Art History*

1. Introduction to the Visual Arts. (4) An introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. May be used to satisfy a requirement in Division I.

*Open to qualified freshmen and sophomores

- 221. Idea and Form in Indian Art.** (4) An examination of Indian ideas on the sacred and profane as revealed in architectural and sculptural forms in Hindu, Buddhist and Muslim art in India.
- 228. Egyptian Art.** (4) The art and architecture of ancient Egypt from the predynastic period through Roman Egypt.
- 230. African Art.** (4) The traditional arts of Africa south of the Sahara.
- 231. American Art.** (4) The survey of American painting from 1600 to 1900.
- 233. American Architecture.** (4) A survey of American architecture from 1600 to 1900, with emphasis on eighteenth and early nineteenth centuries.
- 235. The Arts in America.** (4) A cultural and historical survey of the arts in America from early settlement to the present day. Attention is given to architecture, painting, sculpture, decorative arts, graphic arts, photography, and some commercial images as expressions of their time.
- 241. Ancient Art.** (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.
- 244. Greek Art.** (3) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.
- 245. Roman Art.** (4) A survey of Etruscan and Roman architecture, painting, and sculpture.
- 246. Greek and Roman Architecture.** (4) A survey of classical architecture, from the Archaic Greek through the late Roman period.
- 250. Twentieth Century American Art and Literature.** (4) An exploration of the ideas, values, and feelings found in the art and literature of twentieth century figures such as Kandinsky, Stevens, Picasso, and Kafka.
- 251. Women and Art.** (4) A historical examination of the changing image of women in art and the role of women artists.
- 252. Medieval Art.** (4) A survey of painting and sculpture from 400 to 1400.
- 253. Medieval Architecture.** (4) A survey of architecture from the time of Constantin to the beginning of the Italian Renaissance.
- 254. Romanesque Sculpture.** (4) An examination of the re-emergence and development of sculpture in Western Europe during the period 1000-1150.
- 256. History of Books and Printing.** (2-4) An examination of the development of the book from the invention of printing to the present.
- 257. Printing on the Hand Press.** (4) A study of the history of printing and book combined with the practical experience of learning the art and craft of printing. The objectives of the course are to provide a basis for the appreciation of fine printing and to allow the student an opportunity to learn the techniques of hand printing.
- P—Permission of instructor.

- 266. Art in the Age of Discovery.** (4) An exploration of the visual imagery which recorded the expansion of Western civilization, and the active role which art played in that expansion, from Marco Polo and Giotto to Captain Cook and Tiepolo (c. 1300–c. 1775).
- 267. Early Italian Renaissance Art.** (4) An introduction to the painting, sculpture, and architecture of Italy from 1250 to 1500, with a concentration on the arts in fifteenth century Florence.
- 268. Italian High Renaissance and Mannerist Art.** (4) A study of the arts in sixteenth century Italy, with emphasis on the achievement of Leonardo da Vinci, Raphael, Michelangelo, Giorgione, and Titian, and the dissolution of Renaissance idealism in the art of the early Mannerists.
- 270. Northern Renaissance Art.** (4) A survey of painting, sculpture, graphic art, and patronage in Northern European art from 1300 to the death of Dürer in 1528.
- 271. Studies in French Art.** (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*
- 272. Baroque Art.** (4) A survey of European painting and sculpture from 1600 to 1700.
- 275. History of Landscape Architecture.** (4) Study of garden design, beginning with Roman gardens and continuing through the creation of public parks in the nineteenth century.
- 281. Modern Art to 1900.** (4) A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century.
- 282. Modern Art after 1900.** (4) A survey of European and American painting and sculpture from 1900 to the present. P—Art 281 is recommended.
- 283. Impressionism.** (4) A detailed study of the French Impressionist painters, with some consideration of Impressionism in other forms.
- 284. Contemporary American Art.** (4) An intensive study of American painting and sculpture from 1950 to the present.
- 286. Studies in Twentieth Century Art: Myth in Modern Art.** (3) An analysis of traditional Western and non-Western myths as expressed and interpreted by twentieth century artists.
- 291. Individual Study.** (4) A course of independent study with faculty guidance.
- 292. Individual Study.** (4) A course of independent study with faculty guidance.
- 293. Practicum.** (4) Internships in local cultural organizations, to be arranged by the art department. Pass/Fail.
- 294. Modern Architecture.** (4) A survey of European and American architecture from 1750 to the present, emphasizing the twentieth century.
- 296. Art History Seminar.** (4) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. *Ancient Art*
 b. *Medieval Art*
 c. *Renaissance Art*

d. *Baroque Art*
 e. *Modern Art*
 f. *Contemporary Art*

g. *American Art*
 h. *Modern Architecture*
 i. *American Architecture*

297. Seminar: Art and Politics. (4) In-depth examinations of works of art from the medieval period to the Russian Revolution, selected for their significant political content.

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecture. Offered in London.

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance with slide lectures and museum visits. Offered in Venice.

Anthropology 321. The Anthropology of Art. (4) The arts (primarily visual) in foreign and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

Studio Art**

111. Introduction to Drawing and Design. (4) Introduction to the basic elements of two-dimensional and three-dimensional design, to include drawing, painting, and sculpture. Six class hours per week. Satisfies a Division I requirement.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic media. P—Art 111.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and multi-media, with emphasis on contemporary concepts. P—Art 111.

117. Introduction to Printmaking. (4) Concentrated introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. P—Art 111.

211. Intermediate Drawing. (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week. P—Art 111.

212. Intermediate Painting. (4) Continuation of Art 112, with concentrated emphasis on idea development. P—Art 112. May be repeated.

215. Intermediate Sculpture. (4) Continuation of Art 115, with emphasis on idea development. P—Art 115. May be repeated.

217. Intermediate Printmaking. (4) Continuation of Art 117, with emphasis on idea development. P—Art 117. May be repeated.

218. Figure Drawing. (4) Introduction to figure drawing.

**Prerequisites may be waived with permission of instructor.

- 119. Advanced Sculpture.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 215.
- 122. Advanced Painting.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 212.
- 123. Advanced Drawing.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 211.
- 129. Advanced Printmaking.** (4) A course of individual study with faculty guidance. May be repeated. P—Art 217.
- 195. Studio Seminar.** (2, 4) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

Asian Studies

Balkrishna Govind Gokhale, Director

The Asian Studies program, established in 1960 with financial assistance from the Mary Reynolds Babcock Foundation, is interdisciplinary and involves the cooperation and resources of several departments in the humanities and social sciences. Its objectives are to broaden the traditional curriculum with the infusion of a systematic knowledge and understanding of the culture of Asia.

Asian Studies 211, 212. Asian Studies. (4, 4) Asian thought and civilization. Some dominant themes in Asian thought and their influence on Asian civilizations.

Art 221. Idea and Form in Indian Art. (4) An examination of Indian ideas on the sacred and profane as revealed in architectural and sculptural forms in Hindu, Buddhist, and Muslim art in India.

Chinese 111, 112. Elementary Chinese. (4, 4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system and to basic sentence patterns. Lab—one hour.

Hindi 111, 112. Elementary Hindi. (4, 4) Attention mainly to basic Hindi grammar, vocabulary building, simple composition, and conversation. Lab—one hour.

Hindi 153. Intermediate Hindi. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab—one hour. P—Hindi 111, 112, or equivalent.

Hindi 211. Hindi Literature. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab—one hour. P—Hindi 153.

History 341. Southeast Asia from 1511 to the Present. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.

History 342. The Middle East from Suleiman the Magnificent to the Present. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

History 343. Imperial China. (4) Development of traditional institutions in Chinese society to 1644; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.

History 344. Modern China. (4) The Manchu Dynasty and its response to the Western challenge, the 1911 Revolution, the warlord era and the rise of the Communists, Chinese Communist society, and the Cultural Revolution.

History 345, 346. History and Civilization of South Asia. (4, 4) An introduction to the history and civilization of South Asia, with emphasis on historical developments in the social, economic, and cultural life of the area.

History 347. India in Western Literatures. (4) A one-semester historical survey of images of India in Western literatures, with special reference to religious and philosophical ideas, art, polity, society, and culture.

History 348. Modern Japan. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

History 349, 350. East Asia. (4, 4) An introduction to the social, cultural, and political development of China, Japan, and Korea. 349: to 1600; 350: since 1600.

Politics 234. Government and Politics of East Asia. (4) An analysis of the political institutions and processes in China and Japan, with emphasis on the problems of modernization.

Politics 245. Government and Politics of South Asia. (4) A study of the governments of India, Pakistan, Nepal, and Ceylon; emphasis on political organizations, party structures, and subnational governmental systems.

Religion 360. Hinduism. (4) A study of the fundamental features of the Hindu tradition.

Religion 361. Buddhism. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.

Religion 364. Islam. (4) A study of the fundamental concepts of Islamic thought and the historical context of its development. Both ancient and contemporary impact of the teachings of Islam are considered.

Biology

Gerald W. Esch, Chairman

Professors Charles M. Allen, Ralph D. Amen, Ronald V. Dimock Jr.,

Gerald W. Esch, Mordecai J. Jaffe, Raymond E. Kuhn,

James C. McDonald, Robert L. Sullivan, Peter D. Weigl, Raymond L. Wyatt

Associate Professors John F. Dimmick, Herman E. Eure, A. Thomas Olive

Assistant Professors Carole L. Browne, Robert A. Browne,

Hugo C. Lane, William A. Thomas

Adjunct Professors J. Whitfield Gibbons, Harold O. Goodman,

Stephen H. Richardson

At the end of the sophomore year a student electing to major in biology meets with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 111, 112, 211, and 212. Co-major requirements are Chemistry 111 and 112 and two additional courses in the physical sciences.

For students declaring majors in the spring, the requirement for a major is a minimum of forty-one credits in biology. The forty-one credits must include at least six biology courses carrying five credits. A minimum grade average of C on all courses attempted in biology in the College is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirement at that time.) A minor in biology requires twenty credits.

Prospective majors are strongly urged to take Chemistry 111, 112 and Biology 111, 112 in the freshman year. They are advised to take Biology 211 and Biology 212 in the sophomore year, as well as organic chemistry. Deviations from this pattern may necessitate summer work to fit the basic courses into an orderly sequence.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs. All 300-level biology courses presume a background equivalent to introductory and intermediate biology (that is, through Biology 212).

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," they must complete a research project under the direction of a staff member and pass a comprehensive oral examination.

111. Biological Principles. (5) Fundamental principles and concepts in biology. Lab—three hours.

112. Organismic Biology. (5) Morphology and phylogeny of plants and animals. Lab—three hours. P—Biology 111 or permission of instructor.

211. Population Biology. (4) Population and evolutionary aspects of biology. P—Biology 111 or permission of instructor.

212. Cell Biology. (5) Molecular and cellular aspects of biology. Lab—three hours. P—Biology 111 and Chemistry 111, 112.

301-305. Topics in Biology. (1-5) Seminar and/or lecture courses in selected topics, some involving laboratory instruction.

312. Genetics. (5) A study of principles in inheritance and their application to plants and animals, including humans. Laboratory work in the methods of breeding some genetically important organisms and of compiling and presenting data. Lab—three hours.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution.

- 320. Comparative Anatomy.** (5) A study of chordate animals, with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab—four hours.
- 321. Parasitology.** (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours.
- 323. Animal Behavior.** (4) A survey of laboratory and field research on animal behavior. (May count as biology or psychology but not both; choice to be determined at registration.)
- 325. Plant Anatomy.** (5) A study of comparative anatomy of the vascular plant with emphasis on phylogeny. Lab—four hours.
- 326. Microbiology.** (5) The structure, function, and taxonomy of microorganisms with emphasis on the bacteria. Some immunological processes are considered. Lab—four hours.
- 327. Nonvascular Plants.** (5) An examination of representative nonvascular plants with emphasis on morphology and phylogeny. Lab—four hours.
- 328. Vascular Plants.** (5) A comparative survey of the vascular plants, with emphasis on structure, reproduction, classification, and phylogeny. Lab—four hours.
- 331. Invertebrates.** (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours.
- 333. Vertebrates.** (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—four hours.
- 334. Entomology.** (5) A study of insects, with emphasis on structure, development, taxonomy, and phylogeny. Lab—four hours.
- 338. Plant Taxonomy.** (5) A study of the classification of seed plants, with emphasis on the comparative study of orders and families. Lab—four hours.
- 340. Ecology.** (5) Interrelationships among living systems and their environment; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—four hours.
- 341. Marine Biology.** (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours.
- 342. Aquatic Ecology.** (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours.
- 344. Population and Evolutionary Biology.** (5) Readings and discussions of topics in evolutionary ecology, including population dynamics, life history strategies, competition, niche theory, resource partitioning and community structure, species diversity, and ecological successions. Lab—three hours.

348. Biostatistics. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. (A student who receives credit for this course may not also receive credit for Business 201, Mathematics 157, Sociology 380, or Anthropology 380.)

350. Physiology. (5) A lecture/laboratory course dealing with the physiochemical functions common to multicellular organisms, with emphasis on the principles and processes of nutrition, metabolism, development, and behavior. Lab—three hours.

351. Animal Physiology. (5) A lecture and laboratory course which discusses and demonstrates the principles of bioelectricity and biomechanics. Regulatory principles and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates are covered. Lab—three hours. P—Biology 151.

352. Plant Physiology. (5) A study of the mechanisms by which various plant systems function, thematically structured around the plant life cycle. Lab—three hours.

354. Endocrinology. (4) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates.

355. Developmental Physiology. (5) The application of the principles and postulates of molecular biology to the phenomenon of development in multicellular organisms with emphasis on the genetic and hormonal mechanisms of differentiation, totipotency, and morphogenesis. Lab—three hours.

357. Cryptobiology. (4) The genetic and physiologic mechanisms of common states of biotic rest in multicellular organisms: quiescence, dormancy, diapause, hibernation, estivation, sleep, and coma. Focus will be on the relation of states of biotic rest to senescence and death.

359. Photobiology. (4) A lecture/seminar exploring photochemical mechanisms and ecological roles common to a variety of photoresponses in living organisms, including vision, bioluminescence, phototaxis, photosynthesis, photoperiodism, and photomorphogenesis.

360. Development. (5) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer.

362. Immunology. (4) A study of the components and protective mechanisms of the immune system.

370. Biochemistry. (4) A lecture course introducing the principles of biochemistry, with an emphasis on the relationship between structure and function. Included are surveys of essential biomolecules, enzyme kinetics, intermediary metabolism, biochemical energetics, and macromolecular organization.

371. Biochemistry. (1) A laboratory course demonstrating various techniques in the purification and analysis of biomolecules. To be taken in conjunction with Biology 370. Pass/Fail. Lab—four hours.

372. Molecular Biology. (4) A lecture course that considers the role of biological important molecules in membrane and intracellular regulation. Topics covered will include membrane receptors, transport processes, molecular models of hormone regulation, and controls of gene expression.

373. Techniques in Electron Microscopy. (5) An introduction to the electron microscope as an experimental tool in biology. Includes instruction in common techniques used in the field and lecture on recognition and interpretation of cellular ultrastructure.

376. Ichthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours.

391, 392. Special Problems in Biology. (2, 2) Courses designed for students who wish to continue special problems beyond Biology 391 and 392. Pass/Fail optional. Not to be counted toward major. P—Permission of instructor.

395. Philosophy of Biology and Medicine. (4) A lecture/seminar course dealing with the rational structure of biologic and biomedic sciences with major emphasis on the reductionistic, organismic, and telonomic paradigms of modern biology and medicine. The structure of selected biologic and biomedic theories will be included.

397. Seminar in Biology. (2-4) Consideration of major biological topics through intensive reading and discussions.

398. Scientific Communications. (3) An introduction to bibliographic and graphic methods, including microscopy, photography, scientific illustration and writing, and preparation of manuscripts. Not to be counted for credit toward degree in biology. Open to juniors or by permission of instructor.

Chemistry

R. E. Noffle, Chairman

Professors Phillip J. Hamrick Jr., Roger A. Hegstrom,
Ronald E. Noffle, John W. Nowell

Associate Professors Paul M. Gross Jr., Willie L. Hinze,
Charles F. Jackels, Susan C. Jackels

Assistant Professors Huw M. L. Davies, Robert F. Ferrante,
Richard R. M. Jones

The department offers programs leading to the BA and BS degrees in chemistry and is on the list of departments certified by the American Chemical Society.

The Bachelor of Arts degree in chemistry includes Chemistry 111, 112; or 113, 121, 221, 222, 341, 342, 361; Mathematics 111; and Physics 111, 112 or its equivalent. It is recommended that Mathematics 112 be taken before Chemistry 341.

The Bachelor of Science degree in chemistry includes Chemistry 111, 112; or 113, 114; 221, 222, 334, 341, 342, 361, 371, 391, or 392; Mathematics 111 and 112; and Physics 111, 122 or 111, 112. Other courses which are strongly recommended for the BS degree candidate are Mathematics 113, 121, and 251 and Physics 161, 162.

A minor in chemistry requires twenty-three credits in chemistry and must include at least one of the following courses: 323, 334, 341, 342, 361, 362, 371. The department will not accept courses taken Pass/Fail to count towards the minor.

Chemistry 231 is an elective course designed to strengthen the student's background in analytical chemistry. Some professional schools specifically require such a course.

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter grade basis only. Majors are also required to complete on a letter grade basis the related physics and mathematics courses, both those which are required and those which are strongly recommended.

A minimum GPA of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum GPA of 2.0 in their required chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must complete satisfactorily Chemistry 391, 392 or an independent study project approved by the department and an examination covering primarily the independent study project. For additional information members of the departmental faculty should be consulted.

For the BS major the following schedule of chemistry and related courses is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chemistry 111, 112	Chemistry 221, 222	Chemistry 341, 342	Chemistry 334
or	Physics 121, 122	Chemistry 391 or 392	Chemistry 361
Chemistry 113, 114	or	Mathematics or	Chemistry 371
Mathematics 111, 112	Physics 111, 112	Physics	Mathematics or
	Mathematics 113, 251		Physics

For the BA major the following schedule of chemistry and related courses is typical:

<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chemistry 111, 112	Chemistry 221, 222	Chemistry 341, 342	Chemistry 361
or	Physics 111, 112		
Chemistry 113, 114	or		
Mathematics 111, 112*	Physics 121, 122		

*Mathematics 112 is encouraged as an elective in the freshman or sophomore year.

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

Students electing laboratory courses in chemistry are required to pay for breakage and for certain consumable materials as determined by the department.

111, 112. College Chemistry. (5, 5) Fundamental chemical principles. Laboratory covers experimental aspects of basic concepts. Lab—three hours.

113, 114. College Chemistry — Honors. (5, 5) Covers the same range of material as 111-112 but is designed for students with a superior background in chemistry. A student may not receive credit for both 111 and 113 or both 112 and 114. Lab—three hours. P—Permission of instructor.

118. Principles of Chemistry. (5) Fundamental chemical principles, with emphasis on structural concepts. Laboratory work on experimental aspects of basic concepts. Lab—four hours. P—Chemistry 111 or permission of instructor.

221, 222. Organic Chemistry. (5, 5) Principles and reactions of organic chemistry. Lab—four hours. P—Chemistry 112 or 114.

231. Quantitative Analysis. (4) Principles and methods of quantitative analysis. P—Chemistry 12 or 114. Lecture—two hours. Lab—four hours. *Offered fall and spring*

301, 302. Elective Research. (0, 0) P—Permission of instructor. *Summers only.*

323. Organic Analysis. (5) The systematic identification of organic compounds. Lab—four hours. P—Chemistry 222.

324. Chemical Synthesis. (2 or 4) A library, conference, and laboratory course. Lab—four or eight hours. P—Chemistry 222.

334. Chemical Analysis. (5) Theoretical and practical application of modern methods of chemical analysis. Lab—four hours. C—Chemistry 341.

341, 342. Physical Chemistry. (5, 5) Fundamentals of physical chemistry. Lab—four hours. P—Chemistry 112 or 114, Mathematics 111, Physics 111, 112 or 121, 122.

361. Inorganic Chemistry. (5) Principles and reactions of inorganic chemistry. Lab—four hours. P—Chemistry 341.

362. Inorganic Chemistry. (4) Continuation of principles of inorganic chemistry with practical applications to inorganic systems. P—Chemistry 361.

371. Introductory Quantum Chemistry. (4) Introduction to the quantum theory and its application to chemical systems. P—Chemistry 342 or permission of instructor.

381, 382. Chemistry Seminar. (0, 0) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

391, 392. Undergraduate Research. (2, 2) Undergraduate research. Lab—six hours

Classical Languages

Robert W. Ulery Jr., Chairman

Professor Carl V. Harris

Associate Professors John L. Andronica, Robert W. Ulery Jr.

Visiting Assistant Professors Christopher P. Frost,

Mary L. B. Pendergraft

Instructor John E. Rowland

The Department of Classical Languages offers three majors: Greek, Latin, and classical studies. Minors are offered in Greek and Latin.

A major in Greek requires forty credits in the department. Thirty-two of these credits must be in the Greek language. Classics 270 is also a requirement.

A minor in Greek requires twenty-five credits: Greek 111-112, 153, 211, and either 212 or 231; and Classics 270.

For those who begin Latin with Latin 111 or 113, a major requires thirty-six credits in the department beyond the elementary level (111, 112, or 113). Twenty-eight of these credits must be in the Latin language. For those who begin with a 200-level course in the College, a major requires thirty-two credits in the department. Twenty-four of these credits must be in the Latin language.

A minor in Latin requires three 200-level courses in Latin: Classics 271; and one additional course (three or four credits) in Greek or Latin or classics.

A major in classical studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the department. A maximum of forty-eight credits in the department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 (*Ancient Art*), Classics 265 (*Greek Literature*), Classics 272 (*Latin Literature*), Classics 270 (*Greek Civilization*), and Classics 271 (*Roman Civilization*).

A maximum of sixteen credits may be taken in the following: 252 (*Medieval Art*), 244 (*Greek Art*), 245 (*Roman Art*), 246 (*Greek and Roman Architecture*); History 215, 216 (*The Ancient World*); Philosophy 201 (*Ancient and Medieval Philosophy*), 230 (*Plato*), 231 (*Aristotle*); Religion 317 (*The Ancient Near East*), 363 (*Hellenistic Religions*); Hebrew 111, 112, 153, 211. Other courses may be allowed with the permission of the department.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chairman of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin or Greek is required. For additional information members of the departmental faculty should be consulted.

Greek

11, 112. Elementary Greek. (5, 5) Greek grammar; selections from Greek prose writers and poets.

153. Intermediate Greek. (4) Grammar and Xenophon's *Anabasis*. Thorough drill in syntax.

- 211. Plato.** (4) Selections from the dialogues of Plato.
- 212. Homer.** (4) Selections from the *Iliad* and the *Odyssey*.
- 221, 222. Selected Readings.** (3, 3) Intensive reading courses designed to meet individual needs and interests.
- 231. The Greek New Testament.** (4) Selections from the Greek New Testament.
- 241. Greek Tragedy.** (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.
- 242. Greek Comedy.** (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.
- 291, 292. Honors in Greek.** (2, 2) Directed research for honors paper.

Latin

- 111, 112. Elementary Latin.** (4, 4) Introduction to Latin grammar.
- 113. Intensive Elementary Latin.** (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.
- 153. Intermediate Latin.** (5) Grammar review and selected readings.
- 211. Introduction to Latin Poetry.** (4) Readings primarily from Vergil's *Aeneid*, with an introduction to literary criticism.
- 212. Introduction to Latin Prose.** (4) Readings primarily from the orations of Cicero, with attention to the elements of rhetoric in Roman public discourse.
- 216. Roman Lyric Poetry.** (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace.
- 221. Roman Historians.** (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography.
- 225. Roman Epistolography.** (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid.
- 226. Roman Comedy.** (4) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques.
- 231. Roman Elegy.** (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition.
- 241. Roman Satire.** (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire.
- 243. Latin Readings.** (2-4) A course designed to meet individual needs and interests.
- 250. Prose Composition.** (2) Exercises in writing of Latin prose, with an introduction to prose stylistics.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

- 261. **Seminar in Poetry of the Republican Period.** (3)
- 262. **Seminar in Prose of the Republican Period.** (3)
- 281. **Seminar in Augustan and Later Poetry.** (3)
- 282. **Seminar in Augustan and Later Prose.** (3)
- 291, 292. **Honors in Latin.** (2, 2) Directed research for honors paper.

Classics

- 220. **Greek and Latin in Current Use.** (3) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabularies (e.g., scientific and legal). A knowledge of the Greek and Latin languages is *not* required.
- 251. **Classical Mythology.** (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studied in their literary context. A knowledge of the Greek and Latin languages is *not* required.
- 252. **Women in Antiquity.** (3, 4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contribution to society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.
- 253. **Greek Epic Poetry.** (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. A knowledge of the Greek and Latin languages is *not* required.
- 254. **Roman Epic Poetry.** (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Vergil, Ovid, and Lucian. A knowledge of the Greek and Latin languages is *not* required.
- 263. **Tragic Drama.** (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.
- 264. **Greek and Roman Comedy.** (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is *not* required.
- 265. **A Survey of Greek Literature.** (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.
- 271. **Roman Civilization.** (3) Lectures and collateral reading upon the general subject of Rome's contribution to the modern world. A knowledge of the Latin language is *not* required.
- 272. **A Survey of Latin Literature.** (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is *not* required.

288. Individual Study. (2-4)

291, 292. Honors in Classical Studies. (2, 2) Directed research for honors paper

Economics

John C. Moorhouse, Chairman

Professors Walter Adams, Donald E. Frey,

John C. Moorhouse, J. Van Wagstaff

Associate Professor J. Daniel Hammond

Assistant Professors Tony H. Elavia, Diana L. Fuguitt, Richard P. Hydell

Visiting Assistant Professor Claire Holton Hammond

Visiting Instructors J. Rody Borg, John Lodewijks

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytic skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics requires a minimum of thirty-six credits in economics including Economics 151, 152, 201, and 202.* In order to major in economics, a student must have earned a minimum of a C in each of Economics 151 and Economics 152. The department recommends that majors take Mathematics 109 and 111, either to fulfill the Division II requirement or as electives. A student may offer up to five credits toward the thirty-six credits required for a major by taking one of the following courses, provided that, for (c), (d), (e), or (f), the complementary course in economics is successfully completed.

(a) Mathematics 112. Second semester of Calculus. (5)

(b) Philosophy 279. Philosophy of Science. (4)

(c) Politics 210. Major Topics in Public Policy. (2, 4) (Economics 221. Public Finance

(d) Politics 253. The Politics of International Relations. (4) (Economics 251. International Economics)

(e) History 344. Modern China. (4) (Economics 255. Comparative Economic Systems

(f) History 332. Russia. (4) (Economics 255. Comparative Economic Systems)

The remaining courses for a major in economics and courses in related fields are selected by the student and the adviser. A minimum grade average of C on all courses attempted in economics is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in economics. To be graduated with the designation "Honors in Economics," they must complete a satisfactory economics research project, pass a comprehensive oral examination on the project, and complete Economics 281 or 282 and Economics 288. For additional information members of the departmental faculty should be consulted.

*Economics 111 satisfies the requirement for Economics 151 and 152 by permission of the department

The Departments of Economics and Mathematics and Computer Science offer a joint major leading to a Bachelor of Science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 151, 152, 201, 202, 215, 218; and three additional courses chosen with the approval of the program advisers. Recommended courses are Mathematics 253, 348, 353, 357, 358, and Economics 212, 242, 251, 281, 282, and 288. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics and Computer Science.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematical Economics," they must complete a senior research paper and pass a comprehensive oral examination on the project. For additional information members of the departmental faculty should be consulted.

111. Introduction to Economic Analysis. (4) A survey of the discipline for students who wish to take only one course in economics. Elementary supply and demand analysis is considered, in addition to more general topics involving the formation of national economic policy. (Credit is not granted for this course and Economics 151 or 152.)

151. Principles of Economics. (4) A study of individual economic units in a market economy, with some attention to monopoly, labor unions, and poverty.

152. Principles of Economics. (4) Attention is focused on the functioning of the economy as a whole, with particular reference to employment, inflation, economic growth, and policy. P—Economics 151.

188. Individual Study. (4) Directed readings in a specialized area of economics. P—Permission of instructor.

201. Microeconomic Theory. (4) Develops the theory of consumer behavior and the theory of the firm, with emphasis on price and output determination under various market conditions. P—Economics 151, 152.

202. Macroeconomic Theory. (4) A study of Keynesian and post-Keynesian theories about the determination of the level of national income, employment, and economic growth. P—Economics 151, 152.

210. Economic Indicators. (2) The theory, construction, and interpretation of significant quantitative indicators of economic behavior, such as the unemployment rate and the various price indices. P—Economics 151, 152.

212. Economic Forecasting. (4) A computer oriented application of modern econometric and time series methods for forecasting economic variables. P—Economics 151, 152. C—Economics 202.

215. Introduction to Econometrics. (5) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—Economics 151, 152; and Mathematics 157 or 121.

- 218. Seminar in Mathematical Economics.** (4) Calculus and matrix methods used to develop basic tools of economic analysis. P—Mathematics 111, 112 and Economics 201.
- 221. Public Finance.** (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—Economics 151, 152.
- 222. Monetary Theory and Policy.** (4) A rigorous development of the theory of supply and demand for money, plus the relationships among prices, interest rates, and aggregate output. P—Economics 151, 152.
- 224. Law and Economics.** (4) An economic analysis of property, contracts, tort, criminal behavior, due process, and law enforcement. P—Economics 151, 152.
- 225. Public Choice.** (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—Economics 151, 152.
- 242. Labor Economics.** (4) Economic analysis of wages and hours, employment, wage and job discrimination, investment in education, and unions. P—Economics 151, 152.
- 244. Industrial Organization.** (4) An analysis of market structure, with particular reference to organization practices, price formation, efficiency, and public regulation. P—Economics 151, 152.
- 248. Resource Economics.** (4) The economic theory of natural resource allocation and environmental quality. P—Economics 201.
- 251. International Economics.** (4) A study of international trade theory, balance of payments, foreign exchange, trade restrictions, and commercial policies. P—Economics 201.
- 252. Economic Growth and Development.** (4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—Economics 151, 152.
- 255. Comparative Economic Systems.** (4) An examination of several major non-capitalist economies, with special reference to the Soviet Union, Yugoslavia, and the People's Republic of China. P—Economics 151, 152.
- 256. Urban Economics.** (4) Application of economic theory to suburbanization, land values, urban decay, zoning, location decisions of firms and households, and metropolitan fiscal problems. P—Economics 151, 152.
- 261. American Economic Development.** (4) The application of economic theory to historical problems and issues in the American economy. P—Economics 151, 152.
- 262. History of Economic Thought.** (4) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—Economics 151, 152.

- 71, 272. Selected Areas in Economics.** (4, 4) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult with instructor to ascertain topic before enrolling. P—Economics 151, 152.
- 75. Economic Philosophers.** (4) An in-depth study of the doctrines and influence of three major figures in economics, such as Smith, Marx, and Keynes. P—Economics 101, 202.
- 81. Seminar in Economic Theory and Policy: Micro.** (4) Microeconomic analysis of contemporary issues, with emphasis on contributions to policy. P—Permission of instructor.
- 82. Seminar in Economic Theory and Policy: Macro.** (4) A consideration of recent developments in macroeconomic theory with a discussion of their implications for policy. P—Permission of instructor.
- 88. Economic Research.** (4) Development and defense of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education

Joseph D. Milner, Chairman

Professors Thomas M. Elmore, John E. Parker Jr., J. Don Reeves

Associate Professors Patricia M. Cunningham, John H. Litcher,

Joseph O. Milner, Leonard P. Roberge

Assistant Professors Robert H. Evans, Linda N. Nielsen

Lecturers Brian M. Austin, G. Dianne Mitchell, Marianne Schubert,

Stuart Wright

Visiting Lecturer Richard I. Tirrell

Instructor Dorothy P. Hall

Because Wake Forest University believes that the educational profession is important to society and that our welfare is significantly affected by the quality of our educational leadership, one of the important objectives of the University has been and continues to be the preparation of teachers and other professional school personnel. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional needs of students. Prospective teachers either major in other academic areas and take education courses to earn secondary certification or earn intermediate, science, or social studies certification as majors in the Department of Education. Certification for the primary and middle school grades can also be earned by intermediate majors who wish to extend their range of teaching certification. In addition to the professional program, the department provides a non-professional minor and elective courses open to all students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A Teacher's Certificate to graduates who have com-

pleted an approved program, including the specified courses in their teaching field(s) and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated official(s) of their teaching area(s) and from the chairman of the department or a deputy.

Special students (those not having completed prior to graduation an approved certification program from this or another institution) are required to secure from the department an analysis of their academic deficiencies and a plan for completing the Class A Certificate. Information about certification requirements for other states can be secured from the department as assistance in planning a program to meet the certification requirements of those states.

Admission Requirements. Admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department, being screened by faculty committees, and being officially approved by the department.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined in conference with the candidate. For those seeking secondary certification the majority of the professional work is taken during one semester of the senior year. Candidates for the intermediate certificate may begin course work required for certification as early as the sophomore year. A cooperative agreement with Salem College gives education majors the additional opportunity to be certified in learning disabilities.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of school practicum and foundations of education courses; (3) an average of at least C on all course work; (4) an average of at least C on all courses taken in the area(s) of certification; (5) departmental approval for admission to the teacher education program.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. (The University does not assume responsibility for transportation to schools during student teaching.) For both secondary and intermediate students one semester of the senior year is reserved for the student teaching experience and the block of courses preparatory to that experience in the schools. Students may not take other courses during this semester without the approval of the director of teacher education.

Teaching Area Requirements

English—Thirty-six credits, including four credits from courses numbered 160–175; at least sixteen credits from courses numbered 300–399; 323; 390.

French—Thirty-six credits, including French 153, 216 or 217, 219, 221, 224, or their equivalents; at least eight credits in French literature beyond 217.

Spanish—Thirty-six credits, including Spanish 153, 215 or 216, 217, 221, 223, 224, or their equivalents; eight credits from 225, 226, 227; at least four additional credits in literature.

French and Spanish—Fifty-six credits, including French 153x, 216, 217, 221, 222, and 224, plus Spanish 153x; either 215 or 216; 219; 221; either 223 or 224; and eight credits from 225, 226, 227, or their equivalents.

German—Thirty-two credits, including German 153, 211, 212; eight credits from German 217, 218, 219, 220; at least twelve credits in German literature beyond 212.

Latin—The requirements are the same as those for the major in Latin.

Intermediate Education—Forty-two credits, including appropriate basic and divisional course requirements; eight credits in language arts; eight credits in social studies; eight credits in science; eight credits in mathematics (four may be in computer science); four credits in music; four credits in art; two credits in physical education. Remaining certification requirements are obtained through intermediate education courses and an academic concentration in one of the teaching areas of the intermediate grades.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 231, 332; at least eight credits from other 300-level courses.

Music—Forty-eight credits, including Music 171, 172, 173, 174, 181, 182, 186, 187, 188; Education 280, 282, 284, 289, and 291.

Physical Education and Health—Forty-three credits, including Physical Education 220, 221, 222, 224, 230, 240, 250, 353, 357, 360, 363; Biology 111 and 150.

Science—Ten credits each in biology, chemistry, and physics; eight credits in mathematics; additional work in the area of concentration: biology (twenty credits), chemistry (twenty credits), or physics (seventeen credits). For certification in the individual fields of science, the following are required: biology (thirty credits), chemistry (thirty credits), or physics (twenty-seven credits).

Social Studies—Forty-eight credits, including twenty-four credits in history, with at least six to eight credits in United States history and six to eight credits in world (European) history; twenty credits from politics, sociology, anthropology, or economics, with no more than eight credits in any one area; and four credits in geography. For certification in the individual fields of the social studies, the following are required: economics (twenty-four credits), politics (twenty-four credits), history (twenty-four credits, with at least six to eight credits in United States history and six to eight credits in world [European] history), and sociology (twenty-four credits).

Speech Communication—Forty-four credits, including Speech Communication 121, 151 or 152, 153, 155 or 376, 161, 231, 252 or S355, 261, and 241 or 245 or 283, 284, and two 300-level speech communication electives.

Theatre Arts—Forty to forty-two credits, including Speech Communication 121, 151, 223, 231, 226, 227, 283, 284, 332 or S324, and 327 or 328; English 329 or 323 or 369; Physical Education 162.

Speech and Theatre—Fifty credits, including Speech Communication 121 or 241 or 245, 151 or 152, 153, 155, or 376, 161 or 227, 231, 223, 226, 252 or S355, 261, 283, 284, 321, 322.

Education courses required for a secondary or special subject certificate are Education 201, 202, or 203, 211, 214, 251, 291, and 383. Education courses required for an intermediate certificate are Education 201, 202 or 203, 211, 221, 222, 251, 271, 293, 295, 296, 313, and 383. A minor in educational studies requires Education 201, 211,

303, 304, 313, and Education 393 or 214. A minor in professional education requires Education 201, 202 or 203, 211, 214, 251, 291, and 383.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202 or 203. School Practicum. (2) Assigned experiences in elementary and secondary schools. Weekly seminar. Pass/Fail only.

211. Educational Psychology. (4) The theories, processes, and conditions of effective teaching/learning. P—Education 201 or permission of instructor.

214. The School and Teaching. (4) Organization of the school system; bases of education; the curriculum; major problems of education and teaching; the role of the teacher; psychological aspects of teaching. P—Education 201 and permission of instructor.

221. Children's Literature and Reading. (4) A survey of the types of literature appropriate for the intermediate grades and an investigation of the basic problem in reading.

222. The Arts in the Intermediate Grades. (4) The development of skills in music and fine arts, appropriate to the intermediate grades.

223. Health and Physical Education for the Intermediate Grades. (4) The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for the grade level.

251. Student Teaching. (6) Observation and experience in school-related activities. Supervised student teaching. Pass/Fail only. P—Education 201 and permission of instructor.

252. Student Teaching. (2) Observation and experience in the Primary Grades K-3. Pass/Fail. P—Permission of instructor.

271. Introduction to Geography. (4) A study of the physical environment and its relationship to man, including an examination of climate, soils, water resources and land forms found in various regions throughout the world.

272. Geography Study Tour. (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour.

280. Orchestration. (4) A study of the orchestra and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years.* P—Music 174, 184.

282. Conducting. (4) A study of choral and instrumental conducting techniques including practical experience with ensembles. *Offered in alternate years.* P—Music 174, 184.

284. Music Literature Seminar. (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—Music 174, 184 and permission of instructor.

289. Ensemble Methods. (2) A practical study of choral and instrumental techniques. Discussion of tonal development, administration, bibliography, choral and instrumental repertoire, marching band, and instrumental problems. P—Music 101 or 102 or permission of instructor.

291. Methods and Materials. (4) Methods, materials, and techniques used in teaching the various subjects. P—Education 201 and permission of instructor.

Teaching of English. Fall.

Teaching of Foreign Language. Spring.

Teaching of Mathematics. Spring.

Teaching of Music. Fall.

Teaching of Physical Education and Health. Spring.

Teaching of Science. Fall.

Teaching of Social Studies. Fall.

Teaching of Speech Communication. Spring.

Teaching of Theatre Arts. Fall.

292. Primary Methods. (4) Classroom organization, teaching strategies, and materials appropriate to subjects taught in grades K–3. P—Permission of instructor.

293. Intermediate School Curriculum: Theory and Practice. (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment.

295. Methods and Materials for Teaching Language Arts and Social Studies. (4) A survey of the basic materials, methods, and techniques of teaching the language arts and social studies in the intermediate grades. P—Permission of instructor.

296. Methods and Materials for Teaching Science and Mathematics. (4) A survey of the basic materials, methods, and techniques of teaching science and mathematics in the intermediate grades. P—Permission of instructor.

301. Audiovisual Education. (4) Introduction to the field of audiovisual education; development and application of skills in the use of instructional materials, equipment, and programs.

302. Production of Instructional Methods. (4) Methods of producing instructional materials and other technological techniques. P—Education 301.

303. History of Western Education. (4) Educational theory and practice from ancient times through the modern period, including American education.

304. Theories of Education. (4) Contemporary proposals for educational theory and practice studied in the context of social issues.

306. Studies in the History and Philosophy of Education. (4) A study of selected historical eras, influential thinkers, or crucial problems in education. Topics announced annually.

313. Human Growth and Development. (4) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

323. Educational Statistics. (4) Descriptive, inferential, and nonparametric statistical procedures involved in educational research. Not open to students who have taken Psychology 211 and 212. P—Permission of instructor.

341. Principles of Counseling and Guidance. (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and development counseling approaches in guidance and personnel work in education, business, and community service agencies.

383. Reading in the Content Areas. (2) The course provides an introduction to teaching the basic reading skills at the intermediate and secondary level; vocabulary, comprehension, reading rate, selection of texts, and critical and interpretive reading. Particularly stressed are diagnoses of reading problems and techniques for correcting these problems in specific subject content areas.

390. Education of Exceptional Persons. (4) A survey of the types of exceptionality. Emphasis will be placed on characteristics, identification, educational programming, management, and evaluation.

391. Teaching the Gifted. (4) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (4) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.



3. Individual Study. (2, 4) A project in an area of study not otherwise available to the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

4. Internship in Education of the Gifted. (4) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

English

Robert N. Shorter, Chairman

**Professors John A. Carter Jr., Doyle R. Fosso, Thomas F. Gossett,
Elizabeth Phillips, Lee Harris Potter, Robert N. Shorter, Edwin Graves Wilson
Professor of Journalism Bynum Shaw**

**Associate Professors Nancy J. Cotton, Andrew V. Ettin, W. Dillon Johnston,
Robert W. Lovett, William M. Moss
Assistant Professor James S. Hans**

**Visiting Assistant Professors Cynthia L. Caywood, Barry G. Maine,
Gillian R. Overing**

Lecturers Patricia A. Johansson, Dolly A. McPherson

Visiting Lecturer Robert A. Hedin

**Instructors Carol Gardner, William J. Hartley, Robert E. Mielke,
Emily P. Miller**

The major in English requires a minimum of forty credits, at least thirty-two of which must be in advanced language and literature courses numbered 300 to 399. These courses must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and, early in the major, one seminar. Majors and their advisers plan individual programs to meet these requirements and include work in the major literary types.

A minor in English requires English 160 or 165 and English 170 or 175, plus five advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan with the student a program of study.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade point average of 3.5 in the major and 3.0 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

Lower Division Courses

- 11. Composition Review.** (0) A tutorial in the essentials of standard usage and the basic principles of composition.
- 105. English Fundamentals.** (2) Training in the fundamentals of written English. Satisfactory completion required for entry into English 110. Admission by placement only; does not satisfy the basic composition requirement.
- *110. English Composition.** (4) Training in expository writing; frequent essays based upon readings.
- *112. English Composition and Literature.** (4) Training in expository writing based on the reading of literature. P—Permission of department.
- 160. Survey of Major British Writers.** (4) Eight to ten writers representing different periods and genres.
- 165. Studies in Major British Writers.** (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.
- 170. Survey of Major American Writers.** (4) Nine to eleven writers representing different periods and genres.
- 175. Studies in Major American Writers.** (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.
- 180. Traditions of Humanity: The Liberal Arts.** (2) A study of major concepts of liberal education in the Western world.
- 210. Advanced Composition.** (4) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited.
- 225. Reading Short Fiction.** (2) Selected readings from the genre of short fiction designed to increase students' appreciation and pleasure.
- 226. Reading the Novel.** (2) Selected readings from the genre of the novel designed to increase students' appreciation and pleasure.
- 227. Reading Poetry.** (2) Selected readings from the genre of poetry designed to increase students' appreciation and pleasure.
- 228. Reading Drama.** (2) Selected readings from the genre of drama designed to increase students' appreciation and pleasure.
- 245. Literary Approaches to Film.** (2) The study of film as a literary genre, with special attention given to narrative, theme, and structure. Students will apply methods and principles of literary criticism to selected films.
- 299. Individual Study.** (2-4) A course of independent study with faculty guidance. By prearrangement.

**Either 110 or 112 is a prerequisite for all other courses in English unless the basic requirement is waived. Either course fulfills the basic requirement.*

Journalism Courses

- 270. Introduction to Journalism.** (4) Survey of the fundamental principles of news-gathering and news-writing; study of news and news values, with some attention to representative newspapers.
- 272. Editing.** (4) A laboratory course in copy-editing, headline-writing, typography, and make-up; practice on Video Display Terminal. P—English 270.
- 276. Advanced Journalism.** (4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270.
- 278. History of Journalism.** (4) A study of the development of American journalism and its English origins; detailed investigations of representative world newspapers.
- 284. The Essay.** (2) Primarily for those interested in writing for publication, with concentration on writing various types of essays.

Writing Courses

- 285. Poetry Workshop.** (2) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.
- 286. Short Story Workshop.** (2) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.
- 283, 384. Theory and Practice of Verse Writing.** (4, 4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles.

Advanced Language and Literature Courses

- 300. Seminar in the Major.** (4) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.
- 301. Individual Authors.** (2) Study of selected work from an important American or British author. May be repeated.
- 302. Ideas in Literature.** (2) Study of a significant literary theme in selected works. May be repeated.
- 304. History of the English Language.** (4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.
- 311. The Legend of Arthur.** (4) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

315. **Chaucer.** (3 or 4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.
320. **British Drama to 1642.** (4) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.
323. **Shakespeare.** (4) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.
325. **Sixteenth Century British Literature.** (4) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.
327. **Milton.** (4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.
328. **Seventeenth Century British Literature.** (4) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw, prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.
330. **British Literature of the Eighteenth Century.** (4) Representative poetry and prose, exclusive of the novel, 1700-1800, drawn from Addison, Steele, Defoe, Swift, Pope, Johnson, and Boswell. Consideration of cultural backgrounds and significant literary trends.
332. **Satire.** (4) The nature of the satiric form and the satiric spirit as revealed through reading and critical analysis of significant examples, mostly British and American.
335. **Eighteenth Century British Fiction.** (4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
336. **Restoration and Eighteenth Century British Drama.** (4) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.
338. **British Literature of the Late Eighteenth Century.** (4) A study of the period's interest in the exotic, the gothic, the oriental, and the medieval. Authors include Goldsmith, Burns, Walpole, and Burke.
340. **Studies in Women and Literature.** (4) A. The woman writer in society. B. Feminist critical approaches to literature.
350. **British Romantic Poets.** (4) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley, with collateral reading in the prose of the period.
353. **Nineteenth Century British Fiction.** (4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.
354. **Victorian Poetry.** (4) A study of Tennyson, Browning, Hopkins, and Arnold, or another Victorian poet.
360. **Studies in Victorian Literature.** (4) Selected topics, such as development of

genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.

62. Blake, Yeats, and Thomas. (3 or 4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.

64. Studies in Literary Criticism. (4) Consideration of certain figures and schools of thought significant in the history of literary criticism.

65. Twentieth Century British Fiction. (4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.

67. Twentieth Century Poetry. (4) Selected American and British poets from 1900 to 1965.

68. Studies in Irish Literature. (4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.

69. Modern Drama. (4) Main currents in modern drama from nineteenth century naturalism and symbolism through expressionism and absurdism, including representative plays by Shaw, O'Neill, Williams, and Pinter.

72. American Romanticism. (4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.

76. American Poetry from 1855 to 1900. (4) Readings from at least two of the following poets; Whitman, Dickinson, Melville.

78. Literature of the American South. (4) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

80. American Fiction from 1865 to 1915. (4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

81. Studies in Black American Literature. (4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.

82. Modern American Fiction, 1915 to the Present. (4) To include such writers as Lewis, Hemingway, Fitzgerald, Faulkner, Steinbeck, Wolfe, Wright, Katherine Anne Porter, Mailer, Bellow, Malamud, Flannery O'Connor, Baldwin, and Styron.

86. Directed Reading. (2-4) A tutorial in the area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

88. Honors in English. (4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with Honors in English."

99. The Use of the Library in Literary Research. (2) Attention to materials, methods, and bibliography for the study of literature.

90. The Structure of English. (4) An introduction to the principles and

techniques of modern linguistics applied to contemporary American English.

395. Contemporary American Literature. (4) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

German

Wilmer D. Sanders, Chairman

Professors Ralph S. Fraser, James C. O'Flaherty, Wilmer D. Sanders

Associate Professors Timothy F. Sellner, Larry E. West

A major in German requires thirty-seven credits beyond German 111, 112. These must include German 218 and should include 281 and 285. A minor in German requires five courses beyond German 153, one of which must be German 218.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must complete a senior research project and pass a comprehensive examination. For additional information members of the departmental faculty should be consulted.

There is an exchange program with the Free University of Berlin.

111, 112. Elementary German. (4, 4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

153. Intermediate German. (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—German 111, 112.

153x. Intermediate German. (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (4) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. They attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. Pass/Fail. *Offered in summer.* P—German 112.

211, 212. Introduction to German Literature. (4, 4) The object of this course is to acquaint the student with masterpieces of German literature. Parallel reading and reports. P—German 153 or equivalent.

217. Conversation and Phonetics. (4) A course in spoken German emphasizing facility of expression. Considerable attention is devoted to phonetics. P—German 153 or equivalent.

218. Composition and Grammar Review. (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—German 153 or equivalent.

219. Advanced Composition. (4) A study of advanced grammar and composition. English texts translated into German in addition to free composition in German. P—German 218 or equivalent.

- 220. German Civilization.** (4) A survey of contemporary German culture, including a study of its historical development in broad outline. The course is conducted in German. P—German 153 or equivalent.
- 231. Weimar Germany.** (4) Historical and literary examination of Weimar Germany, 1919–1933. Authors included Thomas and Heinrich Mann, Juenger, Hesse, Brecht, Kafka, Tucholsky, Fallada, and Stefan Zweig. German or history credit determined at registration.
- 240. Modern Masterworks in Translation.** (2) Examination and interpretation of the writing of an outstanding author of modern German literature (e.g., Brecht, Grass, Kafka, Rilke). Does not count toward a major or minor in German.
- 249. Old High German and Middle High German Literature.** (4) The study of major writers and works from these two areas; emphasizes major writings of the chivalric period. P—German 211, 212, or equivalent.
- 250. Renaissance, Reformation, and Baroque German Literature.** (4) A study of major writers and works from the post-chivalric period to approximately 1700. P—German 211, 212, or equivalent.
- 253. Eighteenth Century German Literature.** (4) A study of major writers and works of the Enlightenment and *Sturm und Drang*. P—German 211, 212, or equivalent.
- 263. German Literature of the Nineteenth Century I.** (4) Poetry, prose, dramas, and critical works from approximately 1795 to 1848. P—German 211, 212, or equivalent.
- 264. German Literature of the Nineteenth Century II.** (4) Readings from the beginnings of Poetic Realism to the advent of Naturalism. P—German 211, 212, or equivalent.



270. Individual Study. (3 or 4) Studies in literature not ordinarily read in other courses. P—German 211, 212, and permission of instructor.

281. Seminar: Twentieth Century Prose. (4) Intensive study of certain works by Thomas Mann, Hesse, and Kafka, plus considerable outside reading. P—German 211, 212, or equivalent.

285. Seminar in Goethe. (4) *Faust*, Part I studied in class. Parallel readings in other works by Goethe assigned. P—German 211, 212, or equivalent.

287, 288. Honors in German. (3, 3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

History

Richard C. Barnett, Chairman

Worrell Professor of Anglo American Studies James Ralph Scales

Professors Richard C. Barnett, Cyclone Covey,

Balkrishna Govind Gokhale, J. Edwin Hendricks, Thomas E. Mullen,

Percival Perry, David L. Smiley, Henry Smith Stroupe, Lowell R. Tillett,

W. Buck Yearns, Richard L. Zuber

Associate Professors James P. Barefield, Merrill G. Berthrong, David W. Hadley,

Michael L. Sinclair, J. Howell Smith, Alan J. Williams

Lecturer Negley Boyd Harte (London)

Visiting Assistant Professors Victor Kamendrowsky, Anne Parrella

The major in history consists of a minimum of thirty-six credits and must include History 310, from six to eight credits in European history, three or four credits in non-Western history, and from six to eight credits in American history. One of the American history courses must be 151, 152, or 153.

A minor in history requires twenty-four credits.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete satisfactorily History 287 and 288. For additional information, members of the departmental faculty should be consulted.

Students contemplating graduate study should take historiography and should acquire a reading knowledge of one modern foreign language (preferably French, German, or Russian) for the MA degree and two for the PhD degree.

101. The Rise of the West. (4) A survey of ancient, medieval, and early modern history to 1700.

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present.

131. European Historical Biography. (2) Study of biographies of men and women who have influenced the history and civilization of Europe.

151, 152. The United States. (4, 4) Political, social, economic, and intellectual aspects. 151 : before 1865; 152: after 1865. Students who take History 153 may not take either of these courses for credit.

153. The United States. (4) A topical survey combining 151 and 152. Not open to students who take either 151 or 152.

160. Freud. (4) An investigation of Freud's basic ideas in the context of his time. Books to be read include *The Interpretation of Dreams*, *Civilization and its Discontents*, and Jones' biography in the Trilling abridgement.

211. Colloquium. (1-4)

215, 216. The Ancient World. (4, 3 or 4) Critical focus on the Greeks in the fall and Romans in the spring, but in global context of paleolithic to medieval; psychological/philosophical emphasis.

221. The Middle Ages. (4) A survey of European history, 400-1300, stressing social and cultural developments.

224. The Reformation. (2) Europe in the age of the Reformation.

2260. History of London. (4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

2263. Venetian Society and Culture. (4) An examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual.

231. Weimar Germany. (4) Historical and literary examination of Weimar Germany, 1919-1933. Authors include Thomas and Heinrich Mann, Juenger, Hesse, Brecht, Kafka, Tucholsky, Fallada, and Stefan Zweig. German or history credit determined at registration.

232. European Historical Novels. (2) Study of the accuracy and value, from the stand-point of the historian, of a selection of historical novels.

238. Twentieth Century Europe. (4) Advent of modernism, World Wars I and II, totalitarianism, the Cold War, and Europe in the post-European era.

240. Afro-American History. (4) The role of Afro-Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.

264. Economic History of the United States. (3) The economic development of the United States from colonial beginnings to the present.

265. American Diplomatic History. (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

270. Oral History. (4) How to research family and community history with the tape recorder.

271. Colonial Latin America, 1492–1825. (4) Cultural configurational approach.

287, 288. Honors in History. (4, 4) 287: seminar on problems of historical synthesis and interpretation; 288: writing of a major paper and examination on a special field.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

311, 312. Social and Intellectual History of Modern Europe. (4, 4) Intellectual trends in Western European civilization. 311: seventeenth and eighteenth centuries; 312: nineteenth and twentieth centuries. *Not offered in '84–'85.*

316. France and England in the Twelfth and Thirteenth Centuries. (4) The structure of society, the nature of law, church/state relations, and intellectual developments. P—History 221 or permission of instructor.

319, 320. Germany. (4, 4) 319: origins of the German nation and the rise of Prussia in a context of particularism; 320: from Bismarck to divided Germany.

321, 322. France. (4, 4) 321: from prehistoric Gaul to 1788, with particular emphasis on the sixteenth, seventeenth, and eighteenth centuries; 322: 1788 to the present.

323, 324. England. (4, 4) A political and social survey, with some attention to Continental movements. 323: to 1603; 324: 1603 to present.

325. Tudor and Early Stuart England. (4) A constitutional and social study of England from 1485 to 1641.

329, 330. Modern England. (4, 4) Political, social, economic, and cultural history of England since 1714. 329: to 1815; 330: since 1815.

331, 332. Russia. (4, 4) Political, social, economic, and cultural history of Russia. 331: the Russian empire; 332: the Soviet Union.

333. European Diplomacy, 1848–1914. (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

335, 336. Italy. (4, 4) 335: medieval and Renaissance Italy to 1529; 336: 1529 to the present.

341. Southeast Asia from 1511 to the Present. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.

342. The Middle East from Suleiman the Magnificent to the Present. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

343. Imperial China. (4) Development of traditional institutions in Chinese

society to 1644; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.

344. Modern China. (4) The Manchu Dynasty and its response to the Western challenge, the 1911 Revolution, the warlord era and the rise of the Communists, Chinese Communist society, and the Cultural Revolution.

345, 346. History and Civilization of South Asia. (4, 4) An introduction to the history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life of the area.

347. India in Western Literatures. (4) A one-semester historical survey of images of India in Western literatures, with special reference to religious and philosophical ideas, art, polity, society, and culture.

348. Modern Japan. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

349, 350. East Asia. (4, 4) An introduction to the social, cultural, and political development of China, Japan, and Korea. 349: to 1600; 350: since 1600.

351, 352. American Society and Thought. (4, 4) A non-political topical survey of American culture and lifestyles. Topics include religion, science, education, architecture, and immigration.

353. Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiance, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763-1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

355. The Westward Movement. (4) The role of the frontier in United States history, 1763-1890.

356. Jacksonian America, 1815-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (4) National progress and problems during an era of rapid industrialization.

359. The United States from Versailles through World War II. (4) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.

360. The United States since World War II. (4) Trends and changes in the nation from World War II to the present.

362. American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

363, 364. The South. (4, 4) Geography, population elements, basic institutions, and selected events.

365. Women in American History. (4) A survey of the roles and activities of women in America, with emphasis upon selected individuals.

366. Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.

367, 368. North Carolina. (4, 4) Selected phases of the development of North Carolina from the colonial beginnings to the present. 367: to 1789; 368: since 1789.

369. The American Military Experience. (4) A survey of the military ideas and activities of the American people and their armed forces, with emphasis on the relationship between war and society.

391, 392. Historiography. (4, 3) The principal historians and their writings from ancient times to the present. 391: European historiography; 392: American historiography.

398. Individual Study. (4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1-4) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities

N. Rick Heatley, Coordinator

121. Introduction to Women's Studies. (4) An interdisciplinary course, taught by faculty representing at least two fields, that integrates materials from the humanities and the social sciences. Topics include methods and goals of women's studies, feminist critical theory, and the place of women in culture and society.

Humanities courses 213-218 are designed to introduce students to European and Latin American works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors as indicated below.

213. Studies in European Literature. (4) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) Texts studied are by such authors as Hoffmann, Kafka, Dostoevsky, Dinesen, Ibsen, Pushkin, and Chekhov. Satisfies a Division I requirement.

- 216. Romance Literature.** (4) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division I requirement.
- 217. European Drama.** (4) Texts studied are by such authors as Moliere, Garcia-Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division I requirement.
- 218. Eastern European Literature.** (4) Texts studied are by such authors as Tolstoi, Solzhenitsyn, Gogol, Andrić, Milosc, and Szabó. Satisfies a Division I requirement.
- Humanities 373, 374, 375, 378 also satisfy the Division I requirement.
- 20. Discovering the Visual and Verbal Modes of the Twentieth Century.** (4) An exploration of the ideas, values, and feelings found in the art and literature of representative twentieth century figures: Kandinsky, Stevens, Picasso, Kafka, Leger, Beckett, Klee, Ionesco, Pollock, Faulkner, Chagall, Barth, and others.
- 25. Twentieth Century Issues in the Arts.** (4) An interdisciplinary investigation of twentieth century issues in the arts, taught by art, music, and theatre faculty; topics change yearly; participation by local, regional, and national authorities in the arts. P—Art 103, or Music 101 or 102, or Theatre Arts 121, or permission of instructor.
- 22. Public Life and the Liberal Arts.** (4) The course will be devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. The visiting scholars of the Tocqueville Forum will supplement the class discussion. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.
- 21. Seminar in Women's Studies.** (4) Consideration of theoretical and methodological questions and research on current topics in women's studies.
- 40. Race in the Southern Experience before Emancipation: Four Voices.** (1) Selected writings of David Walker, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe. Pass/Fail only. (Credit not given for Humanities 340 if the student has completed Humanities 341.)
- 41. Race, Politics, and Literature: Aspects of American Life from 1830 to 1930.** (1) An examination of the evolution of significant ideas in American civilization. Careful reading of Frederick Douglass, Harriet Beecher Stowe, W. E. DuBois, Mark Twain, and others. *Offered in the fall.*
- 44. African Culture and Its Impact on the US.** (1) A condensed version of Humanities 345, offered as a minicourse in the spring. Pass/Fail only. (Credit not given for Humanities 344 if the student has completed Humanities 345.)
- 45. African Culture and Its Impact on the US.** (4) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. The course will include an evaluation of American mores. *Offered in the fall.*

- 350. What the Arts Have Been Saying since 1800.** (4) An experiment in developing interpretive judgment and insight regarding music, painting, and literature as articulations of the frontier consciousness of the period.
- 352. The Classical and Surreal Tradition.** (4) A venture to define and differentiate classical and surreal modes of perception throughout history, their paradoxical relationship to each other and to complementary styles, considered in philosophy, music, literature, and painting.
- 358. An Editor Looks at the Rights of American Citizens, 1965–Present.** (2, 3, 4) Current developments in the field of constitutional rights as seen by a newspaper editor.
- 373. France in the Thirties: Literature and Social Consciousness.** (4) A study of the English of Malraux, Giraudoux, Celine, Bernanos, and St. Exupery. Satisfies a Division I requirement.
- 374. French Literature in the Mid-Twentieth Century.** (4) A study of the literature of the forties and fifties and its evolution from "commitment" to "disengagement." Authors include Sartre, Camus, Beckett, Robbe-Grillet, Genet, and Duras. Satisfies a Division I requirement.
- 375. The French Theatre between 1920 and 1960: Theory and Practice.** (4) Study of works by Giraudoux, Cocteau, Anouilh, Sartre, Camus, Beckett, Ionesco, and Genet. Satisfies a Division I requirement.
- 378. Evolution of Autobiography as a Literary Form.** (4) A study of autobiography as a form of fiction. Reading of Rousseau's *Confessions* and selected autobiographies of twentieth century French authors. Satisfies a Division I requirement.
- 379. The Literary Works of Jean-Paul Sartre.** (4) A critical study of Sartre's evolution as reflected in his novels and plays from *Nausea* to *The Prisoners of Altona*.
- 380. Albert Camus.** (3) A critical study of Camus' evolution as a writer.

Interdisciplinary Honors

Paul M. Gross Jr., Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students

ect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

132. Approaches to Human Experience I. (4, 4) An inquiry into the nature and relationships of several approaches to human experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Stoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Write reports and a term paper required. *Offered in alternate years.*

134. Approches to Human Experience II. (4, 4) A parallel course to Honors 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

Darwinism and the Modern World. (4) A study of the Darwinian theory of evolution and the impact of evolution and evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

The Ideal Society. (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

The Scientific Outlook. (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

Romanticism. (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

9. Man and the Irrational. (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in earlier centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.

10. Adventures in Self-Understanding. (4) Examinations and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Montaigne, Gandhi, Descartes, Pascal, and selected modern writers.

1. The Tragic View. (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.

2. The Comic View. (4) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.

***244. Man and the Structure of the Universe.** (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

***246. Man and the Environment.** (4) An interdisciplinary examination of man and society in relation to the environment.

***247. The Mythic View.** (4) The nature of myth through creation and hero myths, the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

***248. The Ironic View.** (4) An investigation of the ironic view of life in literature, art, history, theatre, and film.

250. Ethical Dilemmas in the Arts and Sciences. (4) An exploration of contemporary issues and controversies in the sciences and art, particularly those involved with ethical questions resulting from new concepts and discoveries.

281. Directed Study. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

Mathematics and Computer Science

Marcellus E. Waddill, Chairman

Professors John V. Baxley, Richard D. Carmichael, Ivey C. Gentry,
Frederic T. Howard, James Kuzmanovich, J. Gaylord May, W. Graham May,
John W. Sawyer, Ben M. Seelbinder, Marcellus E. Waddill

Visiting Professor S. Wilfred Hahn

Associate Professors Elmer K. Hayashi, Ellen E. Kirkman

Assistant Professors David J. John, Stan J. Thomas

Instructor Deborah L. Harrell

A major in mathematics requires forty credits. A student must include courses 111, 112, 113, 121, 221, one of the courses 311, 317, 352, 357, and at least two additional 300-level courses. A prospective teacher in the education block may take 311 in lieu of the course from 311, 317, 352, or 357. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

A minor in computer science requires four courses in computer science numbered higher than 171 and two courses in mathematics other than 105.

A minor in mathematics requires Mathematics 111, 112, either 121 or 113, and the other courses numbered higher than Mathematics 108, two of which must be numbered above 200.

**One or more offered each year at the discretion of the Committee on Honors.*

minimum GPA of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department requires.

Regularly scheduled activity in mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (for example, finite differences, game theory, Monte Carlo method, divergent series).

The Departments of Mathematics and Computer Science and Economics offer a joint major leading to a Bachelor of Science degree in mathematical economics.

The interdisciplinary program affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 151, 152, 201, 202, 215, 218; and three additional courses chosen with the approval of the program advisers. Recommended courses are Mathematics 253, 348, 353, 357, 358, and Economics 212, 242, 251, 281, 288. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics and Computer Science.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or in the joint major. To be graduated with the designation "Honors in Mathematics," or "Honors in Mathematical Economics," they must complete satisfactorily a senior research paper and pass a comprehensive oral written examination. For additional information members of the departmental faculty should be consulted.

Computer Science*

Introduction to FORTRAN Programming. (2) Lecture and laboratory. A study of the FORTRAN language; students use computer terminals as well as card input. P—Fail only.

Introduction to Computer Programming. (4) Lecture and laboratory. A first course in structured programming, problem solving, and coding in a high level programming language.

COBOL Programming. (4) Lecture and laboratory. A study of the elements of the COBOL language. P—Computer Science 171 or 173.

Computer Organization and Assembly Language Programming. (4) Lecture and laboratory. A study of the ways information is stored and handled in a computer; an introduction to machine and assembly language. P—Computer Science 171 and Mathematics 117.

Selected Topics. (2, 3, or 4) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. Consult faculty. Not to be counted toward the minor in computer science.

Data Structures. (4) Lecture and laboratory. Data representation and manipulation. Includes the data types of list, string, tree, set, graph. P—Computer Science 171 and Mathematics 117.

Other courses in which computing is used or taught extensively are Mathematics 355, Physics 130, and Physics 330.

373. Algorithm Design. (4) Lecture and laboratory. Elementary techniques for designing and analyzing algorithms. Includes divide-and-conquer, greedy, dynamic programming, backtrack, branch-and-bound. P—Computer Science 173 and Mathematics 117.

374. Database Management Systems. (4) Lecture and laboratory. An introduction to large scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—Computer Science 371.

375. Operating Systems. (4) Lecture and laboratory. The study of algorithms for sequencing, controlling, scheduling, and allocating computer resources. P—Computer Science 371.

381. Individual Study. (2, 3, or 4) A course of independent study directed by faculty adviser. By prearrangement. Not to be counted toward the minor in computer science.

Mathematics

105. Fundamentals of Algebra and Trigonometry. (2, 3, or 4) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major in mathematics.

108. Essential Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 108 and 111. A student who might take additional calculus should not take Mathematics 108. Lab—two hours.

109. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours.

111, 112. Calculus with Analytic Geometry I, II. (5 or 4, 5 or 4) Calculus of functions of one variable; infinite series. Computer lab using BASIC. No student allowed credit for both 108 and 111.

113. Multivariable Calculus. (4) Vector and space curves. Differentiable functions, surfaces and max-min problems. Multiple integrals and Green's theorems. P—Mathematics 112.

117. Discrete Mathematics. (4) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics.

121. Linear Algebra. (4) Vectors and vector spaces, linear transformations and matrices, linear groups, and determinants.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domain, and fields. P—Mathematics 121.

- . **Euclidean Geometry.** (4) Postulates, definitions, theorems, and models of Euclidean geometry.
- . **Ordinary Differential Equations.** (4) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—Mathematics 112.
- . **Operations Research.** (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—Mathematics 111.
- . **312. Advanced Calculus I, II.** (4, 4) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of real variables, implicit and inverse function theorems. P—Mathematics 113.
- . **Complex Analysis I.** (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. P—Mathematics 113.
- . **Modern Algebra II.** (4) A continuation of modern abstract algebra through study of additional properties of groups and fields and a thorough treatment of vector spaces. P—Mathematics 221.
- . **324. Matrix Theory I, II.** (4, 4) Basic concepts and theorems concerning matrices and real number functions defined on preferred sets of matrices. P—Mathematics 121.
- . **Non-Euclidean Geometry.** (4) Postulates, definitions, theorems, and models of Lobachevskian and Riemannian geometry.
- . **346. Elementary Theory of Numbers I, II.** (4, 4) Properties of integers, congruences, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.
- . **Combinatorial Analysis.** (4) Enumeration techniques, including generating functions, recurrence formulas, the principle of inclusion and exclusion, and Polya's theorem.
- . **Applied Analysis.** (4) Topics which have proved useful in the physical sciences, including vector analysis and complex analysis.
- . **Partial Differential Equations.** (4) The separation of variables techniques for solution of the wave, heat, Laplace, and other partial differential equations, with related study of the Fourier transform and the expansion of functions in Fourier, Legendre, and Bessel series.
- . **Numerical Analysis.** (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences. P—Mathematics 253.
- . **Numerical Analysis.** (4) A computer-oriented study of analytical methods in mathematics. Lecture and laboratory. P—Mathematics 112 and Computer Science 173.

357, 358. Mathematical Statistics I, II. (4, 4) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—Mathematics 113, or P—Permission of instructor.

361. Selected Topics. (2, 3, or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (2, 3, or 4) A course of independent study directed by a faculty adviser. By prearrangement.

Military Science

Lieutenant Colonel Matthew P. Murray Jr., Professor

Major Peter J. Adolf, Major Daniel F. Smith,

Captain Max E. Brewer, Captain Richard H. Crocker,

Captain Scott A. Fernald, Captain Gregg L. Hill,

Captain Henry C. Newell, Assistant Professors

Sergeant Major Ezequiel B. Evaro, Master Sergeant Arlanza L. Cook,

Sergeant First Class Calvin Barnes, Staff Sergeant Albert E. Folds

Completion of the Reserve Officers' Training Corps requirements results in the conferring of a commission as a second lieutenant in the United States Army. The basic courses (100-level) are designed to provide the fundamentals of military history, Army organization and operation, leadership, and managerial assessment methods. No military obligation is incurred by enrollment in the basic courses. They are primarily for freshmen and sophomores; others must seek permission of the instructor. The advanced courses (211, 212, 251, 252) provide study in professional knowledge subjects and development of the managerial skills required for commissioning.

110. ROTC and the National Defense. (1) Introduction to the Reserve Officers' Training Corps program, the United States Army, and the basic professional knowledge subjects.

111. Military History. (2) Survey of the ideas and activities of the American people which contributed to the development of the Armed Forces; relationship between war and society.

112. Operations in Special Environments. (2) Planning and preparation for military operations in mountain, desert, jungle, and arctic environments; fundamentals of survival; mountaineering techniques.

113. Tactical Considerations of Modern Battle. (2) Organization and operations of the United States Army. A non-classical comparison with the Army of the Soviet Union. Modern battle doctrine and equipment capabilities of both armies are analyzed in both conventional and special tactical environments.

114. Leadership. (2) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

15. Physical Readiness. (1) Designed to help students meet the physical readiness standards required by military service. Includes first aid and basic individual drill.

16. Orienteering. (2) A study of navigational aids, linear time/distance relationships, and mapping techniques. Includes navigating in unfamiliar terrain.

17, 118. Leadership Laboratory. (1, 1) Develops basic military skills of command, drill, and ceremonies. Prepares the student to command a military formation. Pass/Fail only.

11, 212. First Year Advanced. (2, 2) Accelerated leadership training; professional knowledge subjects; preparation for ROTC Advanced Summer Camp; advanced instruction on the Soviet Army. Lab—one and one-half hours per week. P—Credit or one of the following:

(1) 110, 114, 115, and an optional two credit course (Physical Education 111 may be substituted for 115; History 369 may be substituted for the optional course), or

(2) Attendance at ROTC Basic Summer Camp, at Fort Knox, Kentucky (no academic credit).

11, 252. Second Year Advanced. (2, 2) Professionalism and ethics; active duty orientation; military administration, law, training, management, and logistics; written and oral communications; leadership. Lab—one and one-half hours per week. P—Military Science 211 and 212.

Music

Susan Harden Borwick, Chairwoman

Associate Professor Susan Harden Borwick

Assistant Professors Stewart Carter, Christopher Giles, Louis Goldstein,

David B. Levy, Dan Locklair, John V. Mochnick

Director of Instrumental Ensembles George Trautwein

Assistant Director of Instrumental Ensembles Martin Province

Instructors Lucille S. Harris, Teresa Radomski

A major in music requires forty-eight credits. This includes a basic curriculum of thirty-six credits (Music Theory 171, 172, 173, and 174, sixteen credits; Music History 1, 182, six credits; ten credits of applied music, and four credits of ensemble, taken over four semesters) plus twelve additional credits of elective courses in music. In addition to the course work, music majors are required to present a senior recital, lecture-recital, or project.

Students anticipating a major in music are urged to begin their studies during the freshman year and are required to audition during the second semester of their sophomore year before officially being admitted to the program.

Highly qualified majors may be invited to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must complete one of the following requirements: (1) an honors-level research paper, (2) an original composition, or (3) an analytical lecture related to music performed by the candidate in public recital.

A minor in music requires twenty-four credits: Music 171, 172; 181, 182; two credits of ensemble, taken in two semesters; two semesters of applied music (performance level in applied music must be equal to the level expected of majors at the time of the spring sophomore audition); six credits of music electives (excluding ensemble). Each minor will be assigned an adviser in the music department and is encouraged to begin private lessons as early as possible.

Any student interested in majoring or minoring in music should consult the chairwoman of the department as soon as possible after entering the University.

Music Theory

101. Introduction to the Language of Music. (3, 4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. Satisfies the Division I requirement. For students not majoring in music.

102. Language of Music I. (3, 4) Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. For students who can read music. Not open to music majors. Satisfies the Division I requirement. P—Permission of instructor.

104. Basic Music Reading and Skills. (2) A study of the fundamentals of music theory including key signatures, scales, intervals, and chords, and basic sight-singing and ear training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction.

105. Music Theory for Non-Majors. (4) A study and application of music fundamentals and music theory for the non-music major; analytical and compositional techniques. P—104 or permission of instructor.

171. Music Theory I. (4) Music fundamentals: key signatures, scales, modes, intervals, triads, elements of music. Ear training, sight-singing, and rhythm skills. (A one-hour piano class is required of students having no keyboard background.)

172. Music Theory II. (4) Seventh chords, beginning part-writing, basic counterpoint, ear training, sight-singing, rhythm skills keyboard harmony. P—Music 171.

173. Music Theory III. (4) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythm skills, keyboard harmony. P—Music 172.

174. Music Theory IV. (4) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythm skills, keyboard harmony. P—Music 173.

202. Language of Music. (3, 4) An in-depth study of selected major works from the Middle Ages through the twentieth century. Not open to music majors. P—Music 101 or 102 or permission of instructor.

270. Sixteenth Century Counterpoint. (2) Analysis of sixteenth century contrapuntal music, in particular that of Palestrina. Examination of Renaissance writings on counterpoint. Composition of canon and motet. *Offered in alternate years.* P—Music 174.

- 271. Eighteenth Century Counterpoint.** (2) Analysis of eighteenth century contrapuntal styles, with concentration on the *Well-Tempered Clavier* and fugue. *Offered in alternate years.* P—Music 174.
- 272. Analysis Seminar.** (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. *Offered in alternate years.* P—Music 174.
- 273. Composition.** (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.
- 275. History of Theory.** (2) A study of theoretical writing on musical acoustics, instruments, and notation from classical Greece to the present. *Offered in alternate years.* P—Music 174.
- 276. Current Practices.** (2) A survey of twentieth century compositional techniques, notation, and performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. *Offered in alternate years.* P—Music 174.

Music History

- 124. Chamber Music.** (2) Study of the history and repertoire of chamber music from the late Baroque to the twentieth century. Classroom work combined with actual rehearsal and performance of chamber repertoire. May be repeated for credit. P—Audition and permission of instructor.
- 181. Music History I.** (3) History of music from the Greeks to 1750. Satisfies the Division I requirement. P—Permission of instructor.
- 182. Music History II.** (3) History of music from 1750 to the present. Satisfies the Division I requirement. P—Music 181.
- 201. Music History for Non-Majors.** (3, 4) An historical survey of stylistic trends, major composers, and genera. P—Music 101 or 102 or permission of instructor.
- | | |
|----------------|-----------------|
| a. Middle Ages | d. Classical |
| b. Renaissance | e. Romantic |
| c. Baroque | f. Contemporary |
- 203. History of Jazz.** (4) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 204. Survey of Choral Music.** (4) A historical overview of important genera (i.e., anthem, cantata, motet, mass, oratorio) with an emphasis on church music and liturgical function. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 205. Survey of Orchestral Music.** (4) A historical overview of important orchestral repertoire (i.e., symphony, concerto, overture, symphonic poem). Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

- 206. Survey of Opera.** (4) A study of the development of opera from 1600 to the present. Selected operas by European and American composers will be examined in class via record, score, and film. Class will attend opera performances when possible. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.
- 207. Music in America.** (4) A study of the music and musical trends in America from 1650 to the present. The course will survey sacred and secular music from the Pilgrims to the current trends of American composers. P—Music 101 or 102 or permission of instructor.
- 212. Music in the Church.** (4) Function of church musicians and the relationship of their work to the church program. P—Permission of instructor.
- 215. Philosophy of Music.** (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P—Music 174, 182.
- 219. Seminar in Medieval Music.** (3) A study of medieval music, its philosophy, theory (including notational practices), and performance practices. Areas receiving special emphasis are Gregorian chant repertoire, the Notre Dame School, *Antiqua*, and *Ars Nova*. P—Music 174, 182, or permission of instructor.
- 220. Seminar in Renaissance Music.** (3) A study of music from 1400 to 1600, its theory (including notational practices), and performance practices. The study begins with the Burgundian School, with special areas of emphasis being the Netherland composers and the late Renaissance madrigal. P—Music 174, 182, or permission of instructor.
- 221. Seminar in Baroque Music.** (3) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P—Music 174, 182, or permission of instructor.
- 222. Seminar in Eighteenth Century Music.** (3) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P—Music 174, 182, or permission of instructor.
- 223. Seminar in Nineteenth Century Music.** (3) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P—Music 174, 182, or permission of instructor.
- 224. Seminar in Twentieth Century Music.** (3) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P—Music 174, 182, or permission of instructor.

Music Education

- 186. String Instruments.** (2) Fundamentals of playing and teaching all instruments of the string family. *Offered in alternate years.*
- 187. Woodwind Instruments.** (2) Fundamentals of playing and teaching all principal instruments of the woodwind family. *Offered in alternate years.*
- 188. Brass and Percussion Instruments.** (2) Fundamentals of playing and teaching brass and percussion. *Offered in alternate years.*

- 30. Orchestration.** (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years.* P—Music 174, 182.
- 32. Conducting.** (4) A study of conducting techniques practical experience with ensembles. P—Music 174 or permission of instructor.
- 34. Music Literature Seminar.** (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P—permission of instructor.
- 39. Ensemble Methods.** (2) A practical study of choral and instrumental training techniques. Discussion of tonal development, administration, bibliography, choral and instrumental problems. P—Music 101 or 102 or permission of instructor.
- 41. Teaching of Music.** (4) The teaching and supervision of choral and instrumental music in the public schools, all grades. P—Music 174, 182.

Honors and Individual Study

- 38. Individual Study.** (2 or 4) A project in an area of study not otherwise available in the department. By pre-arrangement.
- 39. Honors in Music.** (4) Individual study for honors candidates who have fulfilled the specific requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation in each ensemble.

- 11. Opera Workshop.** Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.
- 12. Collegium Musicum.** An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. Open to vocalists and instrumentalists.
- 13. Orchestra.** Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.
- 14. Madrigal Singers.** A vocal chamber ensemble which specializes in the performance of secular repertoire. P—Audition.
- 15. Concert Choir.** A select touring choir of forty-five voices which performs a variety of choral literature from all periods. P—Audition.
- 16. Choral Union.** A large oratorio chorus which concentrates on the performance of major choral works. P—Audition.
- 17. Marching Deacons Band.** Performs for most football games. Meets twice weekly. No audition required. *Fall.*
- 18. Concert Band.** Study and performance of music for wind band. P—Permission of instructor. *Spring.*

119. Symphonic Wind Ensemble. Study and performance of music for wind ensemble. Regular performances on and off campus, including an annual tour. P—Audition.

120. Chamber Ensemble. (1) Study and performance of music composed specifically for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.

- | | |
|----------------------|------------------|
| a. <i>percussion</i> | c. <i>string</i> |
| b. <i>wind/brass</i> | d. <i>mixed</i> |

121. Jazz Ensemble. Study and performance of written and improvised jazz in a twenty member ensemble. P—Audition.

123. Piano Ensemble. Study of the elements of accompanying and ensemble playing through class discussion and studio experience. P—Permission of instructor.

Applied Music

Applied music courses are open to all students with the permission of the instructor. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in applied music who do not have background knowledge of notation and rhythm are advised to enroll in Music 101 or 104 either prior to or in conjunction with applied study. An applied music fee is charged for all individual instruction. (See page 32 of this bulletin for specific information regarding the fee.)

161, 261. Individual Instruction. (1 or 2) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

- | | | | |
|------------------|---------------------|-----------------------|----------------------|
| a. <i>violin</i> | f. <i>oboe</i> | k. <i>French horn</i> | p. <i>piano</i> |
| b. <i>viola</i> | g. <i>clarinet</i> | l. <i>trombone</i> | q. <i>percussion</i> |
| c. <i>cello</i> | h. <i>bassoon</i> | m. <i>baritone</i> | r. <i>guitar</i> |
| d. <i>bass</i> | i. <i>saxophone</i> | n. <i>tuba</i> | v. <i>voice</i> |
| e. <i>flute</i> | j. <i>trumpet</i> | o. <i>organ</i> | |

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165r. Class Guitar I. (1) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (1) Continuation of guitar techniques. Emphasis on chord progressions, scales, accompanying patterns, and sight-reading. P—Music 165

- v. **Class Voice I.** (1) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance.
- w. **Class Recorder.** (1) Introduction to recorder techniques: breath control, articulation, F and C fingering systems. Emphasis on ensemble playing. Designed for beginning and intermediate recorder players. This course is intended to prepare students for Music 112, but is not a prerequisite.
- v. **Class Voice II.** (1) Continuation of fundamental vocal techniques. P—Music 112 or permission of instructor.
- v. **Theatrical Singing I: Class Voice.** (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.)
- v. **Theatrical Singing II: Class Voice.** (1) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. P—Music 112 or permission of instructor. (One hour per week.)
- v. **Diction for Singers.** (2) Study of articulation in singing, with emphasis on clarification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)



Philosophy

Gregory D. Pritchard, Chairman

Worrell Professor Robert M. Helm

Professors Marcus B. Hester, Gregory D. Pritchard

Associate Professors Charles M. Lewis, Ralph C. Kennedy III

Instructor Win-chiat Lee

A major in philosophy requires thirty-six credits. The courses must include 261 and either 161 or 271, two courses from the history sequence (201, 211, 222), and one course from each of the following: 230, 231, 241, 242, or 258; 262, 275, 279, 282, 285, or 287. In addition to these courses, a major in philosophy requires a "major paper," consisting of twenty-five or more type-written pages, to be submitted for a course, chosen by the student, from among courses in philosophy taken during his or her last three semesters. This paper may also satisfy the term paper requirement for the course.

A minor in philosophy requires five courses, one of which will be either Philosophy 111, 171, or 172. These courses are to be chosen in accordance with one of the following plans. Although plans A, B, and C are designed to complement majors in the specified areas, any one of the plans may be chosen by someone who wants to pursue other interests.

(A) *Art, Literature, and Religion*

Philosophy of Art and/or Philosophy of Religion; one or more concentration courses (230, 231, 241, 242, 258); one or more of the following: 201, 211, 222, 225, 261, 275.

(B) *Natural Science*

Philosophy of Science; Logic and/or Symbolic Logic; one or more of the following: 201, 211, 222, 225, 230, 231, 233, 241, 258, 275, 280.

(C) *Social Science, Politics, and Law*

Ethics and/or Philosophy of Law; Logic and/or Symbolic Logic; one or more of the following: 201, 211, 225, 230, 231, 241, 242, 258, 262, 275, 279, 287.

(D) *Open Plan*

With departmental approval, a fourth option will be available to students for whom none of the specified plans would be appropriate.

The Spilman Philosophy Seminar, open to advanced students in philosophy, was established in 1934 through an endowment provided by Bernard W. Spilman. The income from the endowment is used for the seminar library, which now contains about 4,000 volumes. Additional support for the library and other departmental activities is provided by the A. C. Reid Philosophy Fund, which was established in 1960 by friends of the department. The furniture in the library and seminar room was donated in honor of Claude V. Roebuck and Mr. and Mrs. W. A. Hough by their families.

Two distinguished alumni of the College have made possible the establishment of a lectureship and a seminar. The late Guy T. Carswell endowed the Guy T. and

Clara Carswell Philosophy Lectureship, and a gift from James Montgomery Hester established the Hester Philosophy Seminar. In addition, a lectureship bearing his name has been instituted in honor of Claude V. Roebuck.

Superior majors are invited by the department to apply for admission to the honors program in philosophy. To be graduated with the designation "Honors in Philosophy," a qualified student must submit an acceptable prospectus for an honors thesis by November for graduation in the spring semester or by May for graduation in the fall semester, present a satisfactory paper based on the prospectus, (as judged by the student's honors adviser and at least one other member of the department), and show an acceptable level of performance in a discussion of the paper with the honors adviser and at least one other member of the department. In lieu of a prospectus, the student's "major paper" may be submitted, provided that this occurs in the semester before the semester in which he or she is to graduate and provided that the paper is re-written in view of criticism and additional research materials as appropriate for an honors paper.

111. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, man, God, mind, and matter.

161. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

171, 172. Meaning and Value in Western Thought. (4, 4) A critical survey of religious and philosophical ideas in the Western world from antiquity to modern times. Either Philosophy 171 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice determined at registration.

175. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel. P—Philosophy 111, 171, or 172.

182. Medical Ethics. (4) A study of moral problems in medicine including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, euthanasia, and the allocation of scarce medical resources. P—Philosophy 111, 171, or 172.

201. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—Philosophy 111, 171, or 172.

211. Modern Philosophy. (4) A survey of major philosophers from Descartes to Nietzsche. P—Philosophy 111, 171, or 172.

222. Contemporary Philosophy. (4) A survey of major philosophers from Russell to Sartre. P—Philosophy 111, 171, or 172.

225. American Philosophy. (4) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C. S. Pierce, William James, John Dewey, and

others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—Philosophy 111, 171, or 172.

230. Plato. (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to ethics, political philosophy, theory of knowledge, metaphysics, and theology. P—Philosophy 111, 171, or 172.

231. Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics and theory of knowledge. P—Philosophy 111, 171, or 172.

241. Kant. (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, and religion. P—Philosophy 111, 171, or 172.

242. Hegel, Kierkegaard, and Nietzsche. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—Philosophy 111, 171, or 172.

258. Wittgenstein. (4) The work of Ludwig Wittgenstein on several central philosophical problems is studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, scepticism, private languages, thinking, feeling, the mystical, and the ethical. P—Philosophy 111, 171, or 172.

261. Ethics. (4) A critical study of selected problems and representative works in ethical theory. P—Philosophy 111, 171, or 172.

262. Social and Political Philosophy. (4) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—Philosophy 111, 171, or 172.

271. Symbolic Logic. (4) Basic concepts and techniques of modern deductive logic beginning with the logic of truth-functions and quantifiers, and including some discussion of topics as Church's thesis and theorem, the completeness of first-order logic, and Godel's incompleteness theorems.

275. Philosophy of Mind. (4) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—Philosophy 111, 171, or 172.

279. Philosophy of Science. (4) A systematic exploration of the conceptual foundations of scientific thought and procedure. P—Philosophy 111, 171, or 172.

280. Philosophy and Physics. (4) A study of philosophical problems raised by quantum physics. The problems include basic changes in our conceptual scheme in logic, explanation, metaphysical concepts of things, and speculative cosmology. (The course requires no prerequisite in either philosophy or physics.)

282. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classic

and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—Philosophy 111, 171, or 172.

5. Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—Philosophy 111, 171, or 172.

7. Philosophy of Religion. (4) A systematic analysis of the logical structure of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—Philosophy 111, 171, or 172.

4. Seminar in Epistemological Problems. (4) P—Philosophy 111, 171, or 172.

5. Seminar in Metaphysical Problems. (4) P—Philosophy 111, 171, or 172.

6. Independent Study. (2–4).

Physical Education

William L. Hottinger, Chairman

Professors William L. Hottinger, Paul M. Ribisl

Associate Professor Walter Rejeski

Assistant Professors Dorothy Casey, Leo Ellison, Stephen Messier

Visiting Assistant Professor Sarah D. Hutsler

Instructors Susan E. Balinsky, Donald Bergey, Gary Hall, Rebecca Myers

The purpose of the Department of Physical Education is to organize, administer, and supervise (1) a *professional education program* which prepares students interested in the field of physical education; (2) a *required/elective physical education program* consisting of conditioning activities, dance, and individual and team sports; and (3) an *intramural sports program* which provides a wide variety of competitive activities.

Physical Education Requirement

All entering students are required to complete two semesters of physical education: Physical Education 111, *Foundations of Health and Physical Fitness*, and one additional course selected from the 100-series of physical education courses. The requirement must be completed before elective courses are taken. It is recommended that the requirement be completed by the end of the student's first year; it must be completed by the end of the second year.

Courses in Basic Instruction and Elective Physical Education

1. *Foundations of Health and Physical Fitness*
2. *Sports Proficiency*
3. *Adaptive Physical Education*
4. *Weight Control*

115. *Physical Conditioning*
116. *Weight Training*
119. *Aerobic Dancing*
120. *Beginning Dance Technique*
121. *Intermediate Dance Technique (P—Physical Education 120 or permission of instructor)*
122. *Advanced Dance Technique (P—Physical Education 121 or permission of instructor)*
123. *Dance Composition (P—Physical Education 121)*
124. *Social Dance*
125. *Folk and Social Dance*
126. *Jazz Dance*
130. *Beginning Tumbling/Free Exercise*
131. *Intermediate Tumbling/Free Exercise*
132. *Beginning Gymnastic Apparatus*
133. *Intermediate Gymnastic Apparatus*
134. *Acro-Sports*
140. *Beginning Swimming*
141. *Intermediate/Advanced Swimming*
143. *Water Ballet/Synchronized Swimming*
144. *Springboard Diving*
145. *Advanced Lifesaving and Cardio-Pulmonary Resuscitation (P—Strong swimming ability)*
146. *Water Safety Instructor's Course (P—Current advance lifesaving certification)*
150. *Beginning Tennis*
151. *Intermediate Tennis*
152. *Advanced Tennis (P—Physical Education 151 or permission of instructor)*
154. *Beginning/Intermediate Badminton*
155. *Beginning Squash Racquets*
156. *Beginning Racquetball*
157. *Intermediate Racquetball*
160. *Beginning Golf*
161. *Intermediate Golf*
162. *Archery*
163. *Bowling*
164. *Beginning/Intermediate Handball*
165. *Recreational Games*
170. *Volleyball*
171. *Soccer*
175. *Wrestling*
176. *Fencing*
179. *Beginning Horseback Riding*
180. *Intermediate/Advanced Horseback Riding*
181. *Snow Skiing*
182. *Beginning Ice Figure Skating*
183. *Intermediate/Advanced Ice Figure Skating*
190. *Karate*
191. *Yoga*

Courses for the Major and Minor

Students desiring to elect a major in physical education must be of junior standing. Biology 111 is required. Three tracks are available to majors in physical education; they are general physical education, teacher certification, and exercise science. All tracks require the following core of courses in physical education: 111, 212, 230, 250, 352, 353, 360, three beginning 100-level courses, and two intermediate/advanced 100-level courses.

Students in the general track must take the following courses in physical education: 222, 224, 251, plus at least two courses from the following: 220, 226, 240, 310, 313, and 370. Students in the teacher certification track must take the following courses in physical education: 125, 222, 224, 226, 240, 251, and 363. Students in the exercise science track must take Physical Education 215 and 370 plus a ten-hour science sequence in biology (beyond 111), chemistry, mathematics, or physics. The science sequence will be determined in consultation with the major adviser. Physical Education 382 is recommended, but not required.

Students desiring a minor must take the following courses in physical education: 1, 212, 230, 250, 352, 353, three beginning 100-level courses, and either 226 or two intermediate/advanced 100-level courses.

Highly qualified majors are invited by the department to apply for admission to the honors program in physical education. Upon successfully meeting specifically outlined requirements, they are recommended for graduation with "Honors in Physical Education." Consult an adviser in the physical education department for an outline of the requirement.

Any student interested in majoring in physical education should consult the chairman of the department as soon as possible after entering the University.

1. Outdoor Exploration. (2) Introduction to various outdoor recreational and survival skills.

5. Basic Skin and Scuba Diving and Open Water Certification. (2) A course in skin and SCUBA diving that offers international certification by the Professional Association of Diving Instructors (PADI).

8. Current Topics in Sports Psychology. (2) A survey of the field with an emphasis on current topics. Students may not receive credit for both 208 and 212.

2. The Psychology of Sport and Physical Activity. (4) An examination of the sociopsychological foundations of sport and exercise related phenomena. Attention is given to performance as well as mental health issues in these domains. The topics discussed include coach-athlete interactions, youth sport, the profile of elite performers, women in sport, and compliance to exercise programs.

5. Laboratory Techniques in Exercise Science. (4) A laboratory course designed to acquaint the student with standard techniques of measurement in exercise science e.g., anthropometry, body composition, energy metabolism, work ergometry, etc.) and the study of the physiologic response to exercise. P—Physical Education 353.

0. Methods and Materials in Aquatics. (2) Presentation of knowledge, skill, and methods of teaching aquatics.

222. Sports Activities I. (2) A development of theory and skill in selected sports (volleyball, softball, soccer).

223. Health and Physical Education for the Intermediate Grades. (4) The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for the grade level.

224. Sports Activities II. (2) A development of theory and skill in selected sports (tennis, gymnastics, wrestling, or badminton). P—Physical Education 130 or 131.

226. Sports Activities and Methods of Teaching. (3) A development of theory and skill in selected sports and methods of class administration (baseball, track and field, methods of teaching).

230. First Aid and Athletic Training. (2) A study of first aid techniques and the care and treatment of athletic injuries.

240. Physical Education for Pre-School and Elementary School. (3) A study of the development stages of fundamental motor skills and a presentation of methods of teaching physical education activities to the pre-school and elementary school children.

250. Principles of Physical Education and Motor Learning. (3) A study of the principles and foundations of the field of physical education, with emphasis on learning theories important to psychomotor development.

251. Organization and Administration. (3) A study of organization and administration of physical education and athletic programs.

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. P—Physical Education 250 or permission of instructor.

352. Human Anatomy and Kinesiology. (5) A study of the principles of human motion based on the functional knowledge of the anatomical structure of the human body. Laboratory devoted to dissection and study of the human muscular and skeletal systems.

353. Physiology of Exercise. (4) The course presents the many effects of muscular activity on the processes of the body which constitute the scientific basis of physical education.

360. Evaluation and Measurement in Health and Physical Education. (3) A course in measurement techniques and beginning statistical procedures to determine present status in established standards of health and physical education which reflect the prevailing educational philosophy.

363. Health and Adapted Physical Education. (3) A study of personal and community health needs of school age children and methods of administering physical education programs for special students.

370. Biomechanics of Human Motion. (5) Study of the internal and external forces which act upon the human body and the effects produced by these forces. Laboratory devoted to the biomechanical analysis of sport techniques. P—Physical Education 352 or permission of instructor.

Individual Study in Health and Physical Education. (1-4) Library conferences and laboratory research performed on an individual basis.

Physics

George P. Williams Jr., Chairman

Professors Robert W. Brehme, William C. Kerr, Howard W. Shields,

George P. Williams Jr.

Associate Professor George Eric Matthews

Assistant Professor Natalie A. W. Holzwarth

Lecturer George M. Holzwarth

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a Bachelor of Arts or Bachelor of Science degree. The BA degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines. The BS degree is designed to prepare students for careers in physics, perhaps beginning with graduate study.

The Bachelor of Arts degree in physics requires thirty-seven credits in physics and must include courses 161, 162, 345, and two from 230, 352, and 351. The Bachelor of Science degree in physics requires forty-five credits in physics and must include courses 311, 312, 343, 344, 345, and 346. In special cases the department may allow substitutions. For either degree, two courses in chemistry or the equivalent and mathematics 251 are required.

A typical schedule for the first two years:

<i>Freshman</i>	<i>Sophomore</i>
Basic and divisional requirements	Basic and divisional requirements
Physics 111, 112 or 121, 122	(five courses)
Mathematics 111, 112	Physics 161, 162
Foreign Language	Mathematics 251

If this sequence is followed, the physics major may be completed in such a way as to allow considerable flexibility in exercising various options, such as the five year BA/MS program. (For information about this program, consult the department chairman.) This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five year program.

A student may minor in physics via one of the following options:

Option A: Twenty-four credits including Physics 111, 112 (or 121, 122), 161, and 162.

Option B: "Scientific Computer Systems Design" — Twenty-three credits consisting of Physics 111, 112, (or 121, 122), 130, 164, 230, and 330.

Students interested in the minor should so advise the instructor of the second year course.

Physics 111, 112 or 121, 122 is not taken in the freshman year, one of the sciences may be taken in the sophomore year; the degree requirements in physics will still be completed by the end of the senior year. No student may be a can-

didate for a degree with a major in physics with a grade less than C in general physics without special permission of the department.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics. To be graduated with the designation "Honors in Physics," students must complete satisfactorily Physics 381 and pass a comprehensive written examination. For additional information on these programs or on the engineering program the chairman of the departmental faculty should be consulted.

101. Conceptual Physics. (5) A non-mathematical introduction to the essential principles of classical and modern physics based on a conceptual treatment of the more exciting contemporary aspects of the subject. Credit not allowed for both 101 and 111. Lab—two hours.

104. Introductory Physics for Teachers. (3 or 4) No lab. Does not satisfy Division II requirements.

105. Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division II requirements.

106. Physics and the Sounds of Music. (3 or 4) A study of the production, propagation, and perception of musical sounds. Satisfies no divisional requirements. No prerequisites; no lab.

108. Energy and the Environment. (2) A descriptive, non-mathematical introduction to the concept of energy and its role in the environment. Does not satisfy Division II requirements.

111, 112. Introductory Physics. (5, 5) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics for freshmen and sophomores. Lab—two hours.

121, 122. General Physics. (5, 5) A course designed for those who expect to major in physics or chemistry. A calculus treatment of topics covered in 111, 112. A student may not receive credit for both this course and Physics 111, 112. Lab—two hours. C—Mathematics 111.

130. Introduction to Microcomputers. (4) Microcomputer architecture and interfacing with an introduction to programming in BASIC, assembler, and machine language.

141. Elementary Modern Physics. (4) The development of twentieth century physics and an introduction to quantum ideas. P—Physics 112 or 121 and Mathematics 111.

161. Applied Mechanics. (5) The fundamental principles of mechanics. Lab—three hours. *Offered in the spring of even-numbered years.* P—Physics 111 or 121 and Mathematics 111 or equivalent.

162. Introductory Electricity. (4) The fundamental principles of electricity, magnetism, and electromagnetic radiation. P—Physics 112, Mathematics 112.

164. Introductory Electricity Lab. (1) A three hour laboratory.

230. Electronics. (4) Introduction to the theory and application of transistors and

tronic circuits. Lab—three hours. *Offered in the fall of odd-numbered years.* P—Physics or equivalent.

302. Physics Seminar. (0, 0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

Mechanics. (4) A junior/senior level treatment of analytic classical mechanics. Mathematics 251.

Electromagnetic Theory. (4) A junior/senior level treatment of classical electromagnetic theory. P—Physics 162 and Mathematics 251.

Data Acquisition and Analysis. (4) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—Physics 130, 230.

332. Acoustics I, II. (4) A study of the fundamental principles and applications of the generation, transmission, and reception of sound and its interaction with various media.

344. Modern Physics. (4, 4) Application of the elementary principles of quantum mechanics to atomic and molecular physics.

346. Modern Physical Laboratory. (1, 1) The laboratory associated with Physics 344. Lab—three hours.

Thermodynamics and Statistical Mechanics. (4, 4) Introduction to classical and statistical thermodynamics and distribution functions. *Offered in the spring of odd-numbered years.*

Physical Optics and Spectra. (5) A study of physical optics and the quantum treatment of spectra. Lab—three hours. *Offered in the fall of even-numbered years.*

382. Research. (2-4, 2-4) Library, conference, and laboratory work performed on an individual basis.

Politics

Richard D. Sears, Chairman

Professors Jack D. Fleer, Carl C. Moses, *Jon M. Reinhardt,

C. H. Richards Jr., Donald O. Schoonmaker

Professor of History and Asian Studies Balkrishna Govind Gokhale

Associate Professors David B. Broyles, Richard D. Sears

Assistant Professors Mark A. Cichock, Saguiv A. Hadari, Kathleen B. Smith

Visiting Assistant Professor Robert L. Utley

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American

politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in the first three of these fields provide broad and flexible approaches to studying political life.

The major in politics consists of thirty-six credits. The courses must include the following: (a) a first course selected from Politics 113, 114, or 115; (b) any non-seminar course in each of the four fields of the discipline except Politics 217, 242, 244, 252, 253, 256, 275, 284, 285, 287, and 288; (c) one seminar in politics (usually a student takes no more than one seminar in each field and no more than three seminars overall). A minimum grade average of C on all courses attempted in politics is required for graduation. Majors should consult with their advisers concerning additional regulations.

Highly qualified majors are invited by the department to apply for admission to the honors program in politics. To be graduated with the designation "Honors in Politics," one must successfully complete Politics 284 and 285. Politics 284 and 285 must be taken as additional courses beyond the thirty-six credits ordinarily required. For additional information members of the departmental faculty should be consulted.

The minor in politics consists of twenty credits, ordinarily including Politics 113 but excluding Individual Study and seminar courses. Sixteen of the credits must be taken at Wake Forest and any transfer courses must be approved by the chairman. None of the courses may be taken pass/fail.

A student who selects politics to fulfill the Division IV requirement must take one of the following courses: Politics 113, 114, or 115. No introductory level course is required for students taking a politics course as an elective unless such a prerequisite is specified in the course description.

Introductory Courses

A student may take any one of the following as a first course in the department more than one may be taken. Ordinarily a student is expected to take Politics 113 as the first course.

113. Introduction to Politics: American Politics. (4) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

114. Introduction to Politics: Comparative Politics. (4) Political processes and principles as applied to traditional, developing, and mature states.

115. Introduction to Politics: Political Theory. (4) Major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl and Aristotle.

American Politics

210. Major Topics in Public Policy. (2, 3, or 4) A study of major policies on the current public agenda in the United States, including consideration of alternative policy responses and the politics surrounding them. Possible topics include the politics of poverty and welfare, medical care, education, crime, and energy. Credit varies with the number of topics studied.

. **Political Parties and Voting Behavior.** (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the possibilities of parties for governing.

. **Public Administration.** (4) Introduction to the study of public administration emphasizing policy-making in government agencies.

. **Politics and the Mass Media.** (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

. **Congress and Policy-Making.** (4) An examination of the composition, authority, structures, external influences, and procedures of Congress with emphasis on their implications for policy-making in the United States.

. **The American Presidency.** (4) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

. **Contemporary Issues in American Constitutional Law.** (4) A study of the interpretations of selected, contemporary constitutional issues by the United States Supreme Court. Among questions investigated are certain aspects of presidential power, freedom of expression, church and state relations, the concept of equality, right to privacy, and capital punishment. Credit may not be granted for both politics 221 and/or 225, 226.

. **Urban Problems and Politics.** (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of metropolis.

. **Politics, Law, and Courts.** (4) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

Comparative Politics

. **Western European Politics.** (4) Analysis of the political systems of Great Britain, France, and Italy, focusing primarily on the problems of stable democracy.

. **Government and Politics in the Soviet Union.** (4) Analysis of the institutions and processes of politics in the USSR and examination of political developments in other states of Eastern Europe.

. **The Politics of West and East Germany.** (4) A study of the political behavior of governmental institutions of the capitalist democratic regime of West Germany and the authoritarian socialist regime of East Germany.

. **Government and Politics in East Asia.** (4) An analysis of the political institutions and processes in China and Japan, with emphasis on the problem of modernization.

. **The Politics of Revolution.** (4) A study of revolution as an alternative means of socio-political change. Analysis of the nature and types of revolution as well as

causes, processes, and consequences. Attention is given to some historical cases and to some current revolutionary situations and movements.

236. Government and Politics in Latin America. (4) Comparative analysis of institutions and processes of politics in the Latin American region.

237. Comparative Public Policy in Selected Industrialized Democracies. (4) An investigation of the public policy choices involving such matters as health, education, and income maintenance plans in selected Western European countries. The origins, development, trends of the "welfare state" will be examined in Great Britain, West Germany, and Sweden.

238. History, Culture, and Political Change. (4) The study of how major cultures articulate or symbolize their existence either in history or moving through history. Special attention given to an evaluation of current concepts applied to political change.

242. Problems in Comparative Policies. (4) An intensive study of one or more major problems in contemporary comparative politics.

244. Politics and Literature. (2, 3, or 4) An examination of how literature can extend our knowledge of politics and political systems. The course considers the insights of selected novelists, such as Alexander Solzhenitsyn, Heinrich Böll, Robert Penn Warren, George Orwell, and Gabriel Garcia Marquez.

245. Government and Politics of South Asia. (4) A study of the government of India, Pakistan, Nepal, and Ceylon. Emphasis on political organizations, party structures, and subnational governmental systems.

International Politics

251. Fundamentals of International Politics. (4) Fundamental theoretical questions of international politics, with special emphasis on existing international patterns.

252. Current Problems in International Politics. (4) An intensive study of one or more major problems of contemporary international politics.

253. The Politics of International Economic Relations. (4) A study of the emergence of international economic transactions, including trade, monetary affairs, investment, and multinational corporations, as a central aspect of world politics.

254. American Foreign Policy: Contemporary Problems. (4) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.

255. American Foreign Policy: The Cold War Period. (4) A critical examination of the forces which shape American foreign policy and of selected policies followed from World War II to the Cuban Missile Crisis.

256. Nuclear Weapons and National Security. (2 or 4) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy. Both American and Soviet perspectives will be considered and specialized

tion will be given to contemporary debates over the possession and control of nuclear weapons.

Political Philosophy

71. Plato, Aristotle, and Classical Political Philosophy. (4) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

72. Equality and Liberty. (4) The arguments for and against democracy and republicanism, majority rule, and the rights of man. Representative writers are Rousseau and Mill.

73. Radical Critiques of Political Society. (4) Anarchist, socialist, and communist criticisms of and alternatives to existing political societies, with special attention to such problems as utopianism and alienation. Representative writers are Marx and Nietzsche.

74. Noble Greeks and Romans. (4) A study of statesmanship in the speeches and actions of selected major figures. Theory manifested in practice. Representative writers are Shakespeare and Plutarch.

75. Theory of the American Polity. (4) Critical examination of the nature of the American polity as expressed by its founders and leading statesmen. Representative writers are the Federalists, Lincoln, and Wilson. Does not meet theory distribution requirement for majors.

76. Medieval Political Philosophy. (4) Philosophy and religion in cooperation and conflict. Emphasis on Christian writers with some attention to Muslim and Jewish. Representative writers are Aquinas, Dante, and Maimonides.

78. Foundations of Modern Political Philosophy. (4) An examination of the essential writings of thinkers who broke with the past in an attempt to establish a more "realistic" approach to the study of politics. Representative writers are Machiavelli, Hobbes, and Locke.

Honors and Individual Study

74. Honors Study. (2) Directed study and research in preparation for a major paper on a subject of special interest to the student. Taken in the fall semester of the senior year by all candidates for departmental honors.

75. Honors Study. (3) Directed study toward completion of the project begun in Politics 284 and to the writing and defense of an honors paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—Politics 284.

77. Individual Study. (2, 3, or 4) Internships, work/study projects, and other individual study programs.

Seminars

- 291. Seminar in American Politics.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.
- 292. Seminar in Comparative Politics.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.
- 293. Seminar in International Politics.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.
- 294. Seminar in Political Philosophy.** (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

Psychology

John E. Williams, Chairman

Professors Robert C. Beck, Robert H. Dufort, Charles L. Richman,
John E. Williams

Associate Professors Deborah L. Best, David W. Catron,
Philippe R. Falkenberg, David Allen Hills, Cecilia H. Solano

Assistant Professors Jerry M. Burger, Maxine L. Clark

Adjunct Associate Professor Frank B. Wood

Adjunct Assistant Professor C. Drew Edwards

Visiting Assistant Professor Nur Gryskiewicz

Lecturer Brian M. Austin

Adjunct Instructors Susan R. Leonard, Marianne A. Schubert

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 335, 344, 358, and 367.

It is recommended that students who are considering psychology as a major take Psychology 151 in their freshman year and Psychology 211 in the fall of the sophomore year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete one course from each of the following groups: 320, 326, 329, and 333; 341, 351, 355, and 362. No more than forty-eight psychology credits may be counted toward the graduation requirements.

The minor in psychology requires twenty credits in psychology, distributed as follows: 151 (four credits); 211 (five credits); at least one of the following courses: 320, 326, 329, 333 (four credits each); and seven additional credits in courses numbered 200 or above.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student

normally has a non-credit research apprenticeship with a faculty member. For more detailed information members of the departmental faculty should be consulted.

100. Learning to Learn. (2, 3, or 4) A workshop to help people improve their learning skills through the application of basic principles of learning, remembering, and so forth. Students at all levels welcomed. No prerequisite. Pass/Fail only.

102. Exploration of Career Planning. (2, 3, or 4) Examination of educational/vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

211, 212. Research Methods in Psychology. (5, 5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—Psychology 151.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—Psychology 151.

241. Developmental Psychology. (4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—Psychology 151.

245. Survey of Abnormal Behavior. (4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—Psychology 151.



250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in summer.* P—Psychology 151.

255. Theories of Personality. (4) A comparative study of classical and contemporary theories of human personality. P—Psychology 151.

260. Social Psychology. (4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—Psychology 151.

265. Human Sexuality. (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—Psychology 151.

268. Psychology of Business and Industry. (4) Psychological principles and methods applied to problems commonly encountered in business and industry. P—Psychology 151.

270. Topics in Psychology. (1, 2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses are taken sequentially, not concurrently, and options are offered in each portion of the semester. P—Psychology 151.

270A *Aggression*

270D *Brain/Behavior Relations*

270E *Emotion*

270H *Intelligence*

270I *Race and Young Children*

270J *Memory*

270K *Psychology and Politics*

270L *Sex Stereotypes and Roles*

270M *The Gifted and Creative Person*

270N *Liking and Loving Relationships*

270P *Animal Flying Behavior*

280. Directed Study. (1–4) Student research performed under faculty supervision. P—Psychology 151 and approval of faculty member prior to registration.

313. History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources. P—Psychology 151.

320. Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P—Psychology 211 or permission of instructor.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as biology or psychology but not both; choice to be determined at registration. P—Permission of instructor.

326. Learning Theory and Research. (4) Survey of concepts and research in learning, with particular emphasis on recent developments. P—Psychology 211.

329. Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—Psychology 211.

333. Motivation of Behavior. (4) Survey of basic motivational concepts and related evidence. P—Psychology 211.

- 335. Fundamentals of Human Motivation.** (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—Psychology 151.
- 341. Research in Child Development.** (4) Methodological issues and selected research in child development. Research projects required. P—Psychology 211.
- 342. Current Issues in Development Psychology.** (4) Intensive examination of selected theoretical or research issues in this area. P—Psychology 211 and 341.
- 343. Developmental Disorders.** (2) Delayed or distorted neural development studied in relation to major disturbances of learning and behavior in children and in the aging. P—Psychology 211.
- 344. Abnormal Psychology.** (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.*
- 351. Personality Research.** (4) The application of a variety of research procedures to the study of human personality. Research projects required. P—Psychology 211.
- 355. Research in Social Psychology.** (4) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—Psychology 211.
- 357. Cross-Cultural Psychology.** (4) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—Psychology 151.
- 358. Psychology of Woman.** (4) Intensive study of the behavior of women and its personal application, including consideration of biological, social, and motivational factors. P—Psychology 151.
- 361. Operant Conditioning and Behavior Modification.** (4) Principles, theory, and experimental research in operant learning, with applications to the modification of behavior in various populations and situations. P—Psychology 211.
- 362. Psychological Tests and Measurements.** (4) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality. P—Psychology 211.
- 363. Survey of Clinical Psychology.** (4) An overview of the field of clinical psychology. P—Psychology 245 and senior standing or permission of instructor.
- 367. Effectiveness in Parent/Child Relations.** (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—Psychology 151.
- 369. Contemporary Applications of Psychology.** (4) Supervised field experience in applied psychology. P—Psychology 151 and permission of instructor.
- 378. Instrumentation for Psychological Research.** (2-4) Lecture/demonstration presentation of electrical and mechanical equipment, followed by practical applica-

tion in small group project work. Assumes no prior knowledge of electricity or construction. P—Permission of instructor.

381. Honors Seminar. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—Psychology 211 and permission of instructor.

383. Honors Research. (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—Psychology 211 and permission of instructor.

392. Contemporary Problems in Psychology. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P—Psychology 211 and senior standing.

Religion

Carlton T. Mitchell, Chairman

Professors John William Angell, George McLeod Bryan, Emmett Willard Hamrick
E. Glenn Hinson, Carlton T. Mitchell, Charles H. Talbert

Associate Professors John E. Collins, Fred L. Horton Jr., Ralph C. Wood Jr.

Adjunct Associate Professor Thomas E. Dougherty Jr.

Instructor John D. Sykes Jr.

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the life, literature, and most important movements in the field of religion. It also seeks to give students preparing for specialized service as religious education directors, ministers, and missionaries the foundation courses needed for further study.

A course in religion is required for all degrees. Any 100 level course offered by the department is accepted to meet the Division III requirement.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100 level.

A minor in religion requires twenty credits, eight of which must be above the 100 level. The required courses may include one pass/fail course if the courses offered on the pass/fail basis only. The department will provide advisers for students electing the minor in religion.

Pre-ministerial students are advised to include in their program of study, in addition to courses in religion, courses in psychology, ancient history, public speaking, and two languages (Greek or Latin and German or French).

Highly qualified majors are invited by the department to apply for admission to the honors program in religion. To be graduated with the designation "Honors in Religion," they must apply to the chairman of the department for admission to the honors program, normally by February of the junior year. Upon completion of the requirements the candidate is graduated with "Honors in Religion." For additional information members of the departmental faculty should be consulted.

111. Introduction to the Old Testament. (4) A survey of the Old Testament

designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

12. Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

20. Introduction to the Bible. (4) A consideration of prominent themes found in the Old and New Testaments.

31. Basic Christian Ethics. (4) The Biblical and theological foundation of the Christian ethic and its expression in selected contemporary problems.

61. World Religions. (4) The place of religion in life and the origin, nature, and accomplishments of the living religions of the world, studied from the historical point of view.

64. History of Christianity to the Reformation. (4) A survey of the history of the Christian Church from its origins to the Reformation.

65. History of Christianity in Modern Times. (4) A survey of the history of the Christian Church from the Reformation to the present.

66. American Religious Life. (4) A study of the history, organization, worship and beliefs of American religious bodies, with particular attention to cultural factors.

71, 172. Meaning and Value in Western Thought. (4, 4) A critical survey of religion and philosophy in the Western world from antiquity to modern times. Either Religion 71 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice determined at registration.

77. Faith and Imagination. (4) A study of modern writers, including C. S. Lewis and J. R. R. Tolkien, who seek to retell the Christian story in imaginative terms.

102. Religious Ecstasy. (4) Phenomenological study of religious ecstasy and of the methods by which it is obtained. Views of selected psychologists, sociologists, anthropologists, theologians, and historians of religion are considered.

111. The Hebrew Prophets. (4) A study of the background, personal characteristics, function, message, contribution, and present significance of the Hebrew prophets.

112. The Wisdom Literature. (2) An introduction to the Wisdom Literature of the Old Testament, with special attention to Proverbs.

114. Introduction to Biblical Archeology. (4) A survey of the contributions of Near Eastern archeology to Biblical studies.

115. Visions of the End: Jewish and Christian Apocalyptic. (4) Reading and study of Biblical and non-Biblical apocalyptic texts.

117. Old Testament Apocrypha. (4) Reading of the books of the Apocrypha, with special attention to their origin and significance, and with a consideration of the ambivalence of Judaism and Christianity toward this literature.

118. Seminar in the Mediterranean World. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

236. Church and Community. (4) An examination of the basic needs and trends of the contemporary community, especially the rural and suburban, in the light of the Christian norms for "the good community."

237. Black Religion and Black Churches in America. (4) Survey of literature on these themes with an examination of the historical background and special attention to the contemporary area.

238. Religion and Science. (4) An analysis of the relationship between science and religion in world culture.

240. Principles of Religious Education. (4) A study of the theory and practice of religious education, with emphasis on the basic foundations in religion and education.

261. Judaism in the First Three Centuries of the Common Era. (4) A study of the development of Rabbinic Judaism out of the sects and movements of first century Judaism.

266. Religious Sects and Cults. (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.

270. Theology and Modern Literature. (4) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.

273. Studies in Ecumenical Theology. (4) A study of various images and models of the church, their interrelationships and implication for ecumenism.

274. An Introduction to Christian Theology. (4) A study of the ground, structure, and content of Christian belief.

276. The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

277. Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

282. Honors in Religion. (4) A conference course including directed reading and the writing of a research project.

286, 287. Directed Reading. (1-4, 1-4) A project in an area of study not otherwise available in the department, permitted upon departmental approval of a petition presented by a qualified student.

292. Teaching Religion. (4) A study of the teaching of religion in church, school, and community.

300. Meaning of Religion. (4) A phenomenological study of different ways of defining religion, including the views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

- 301. Myth.** (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.
- 312. Poetic Literature of the Old Testament.** (4) A study of Hebrew poetry, its types, its literary and rhetorical characteristics, and its significance in the faith of ancient Israel.
- 315, 316. Field Research in Biblical Archeology.** (4, 4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.
- 317. The Ancient Near East.** (4) A comparative study of ancient Near Eastern cultures and religions, with special emphasis on Israel's relationships with surrounding peoples.
- 320. Jesus and the Synoptic Gospels.** (4) A study of Jesus' proclamation and activity in light of modern critical research on the Gospels.
- 321. The Quest for the Historical Jesus.** (4) An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" since the eighteenth century.
- 322. The General Epistles.** (4) An exegetical study of two or more of the general epistles, with emphasis on the setting of the epistles in the life of the Early Church.
- 326. Early Christian Theologians: Paul.** (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.
- 327. Early Christian Theologians: The Fourth Evangelist.** (4) An examination of the Johannine interpretation of Jesus and the Christian faith.
- 328. The New Testament and Ethics.** (4) A study of selected ethical issues in the New Testament within the context of Mediterranean culture.
- 332. Religion and the Social Crisis.** (4) An interdisciplinary approach to the study of society today, with particular attention to views of human nature and social institutions as reflected in religion, the social sciences, and related disciplines.
- 334. Christian Ethics and Contemporary Culture.** (4) A study of the encounter between the Christian ethic and the value systems implicit in the social areas such as economics, politics, race, and sex.

(a) *Bio-medical Decisions* (b) *Feminist Theology*

- 346. Theological Foundations of Religious Education.** (4) A study of theological methodology, theories of learning, and philosophies of education in terms of their implications for religious education.
- 350. Psychology of Religion.** (4) An examination of the psychological elements in the origin, development, and expression of religious experience.
- 354. Religious Development of the Individual.** (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.
- 355. Theology of Pastoral Care and Counseling.** (4) A study of the relationship

between theology and the purpose, theories, and methods of pastoral care. P—Permission of instructor.

360. Hinduism. (4) A study of the fundamental features of the Hindu tradition.

361. Buddhism. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the culture of Asia.

363. Hellenistic Religions. (4) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism, and Gnosticism.

364. Islam. (4) A study of the fundamental concepts of Islamic thought and the historical context of its development. Both ancient and contemporary impact of the teachings of Islam considered.

365. History of Religions in America. (4) A study of American religions from colonial times until the present.

367. The Mystics of the Church. (4) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

368. The Church: Reformation and Counter-Reformation. (4) A study of the origin and development of Reformation theology and ecclesiology.

373. History of Christian Thought. (4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times.

374. Contemporary Christian Thought. (4) An examination of the major issues and personalities in modern theology.

375. Major Themes in Catholic Theology. (4) A detailed examination of the central themes of Christian theology through the study of major Roman Catholic theologians.

376. The Origins of Existentialism. (4) A study of the principal nineteenth century figures who form the background for twentieth century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

378. Aesthetics and Religion. (2-3) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.

Hebrew

111, 112. Elementary Hebrew. (4, 4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P—Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *Offered on demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (4) A study of the history and structure of four languages from the Hamito-Semitic family.

Romance Languages

Kathleen M. Glenn, Chairwoman

Professor of Humanities Germaine Brée

Professors Shasta M. Bryant, Kathleen M. Glenn, John E. Parker Jr.,

Mary Frances Robinson, Anne S. Tillett

Associate Professors Doranne Fenoaltea, Milorad R. Margitić,

Gregorio C. Martín

Assistant Professor Candelas M. Newton

Visiting Assistant Professors Candide Carrasco, Susan Linker

Lecturers Bianca Artom, Eva Marie Rodtwitt

Instructors Rubén L. Gómez, Edward Miller, David A. Petreman,

Anna-Vera Sullam (Venice), Sylvia Trelles, Barbara Welch, Byron R. Wells

Visiting Instructors Joyce Loland, Jennifer Sault

The major in French requires a minimum of thirty-six credits, at least twenty-four of which must be in literature. French 219 and 221 or their equivalents are required; History 321 and 322 are recommended. An average of at least C must be earned in all courses taken in the major.

The minor in French language and culture requires twenty credits in French above French 153. It includes French 219, 221, 224, or their equivalents. The minor in French literature requires twenty credits in French literature above French 153.

The major in Spanish requires a minimum of thirty-six credits, at least twenty of which are normally in the literature of Spain and Spanish America. Spanish 219, 221, 223, 224, and eight credits chosen from 225, 226, and 227, or their equivalents, are required. Spanish 181, 1829, and 187 may not count toward the major. An average of at least C must be earned in all courses taken in the major.

The minor in Spanish language and culture requires twenty credits in Spanish above Spanish 153. It includes 214 or 215 or 216, plus 219, 221, 223, and 224. The minor in Hispanic literature requires twenty credits in Spanish above Spanish 153. It includes 214 or 215 or 216, plus 225, 226, 227, and one additional advanced course in literature. For both Spanish minors, with departmental approval, equivalent courses may be selected from the programs in Salamanca or Bogota, and certain other substitutions may be made.

A joint major is offered in French and Spanish, consisting of fifty-six credits in the two languages and literatures, excluding elementary language. Required courses for this major are French 153x, 216, 217, 219, 221, and 224; Spanish 153x, either 215, or 216, 219, 221, either 223 or 224, and eight credits from 225 through 227. Equivalents may be substituted. An average of at least C must be earned in all courses taken in the major.

All majors are strongly urged to take advantage of the department's study abroad programs and to live for at least a semester at Lovette House, a foreign language residence center for students of French, Italian, and Spanish.

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in Romance Languages," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information members of the departmental faculty should be consulted.

101. Self-Instructional Language. (4) A self-instructional language course covering the principles of grammar and pronunciation in one of the less commonly taught languages, such as Japanese, Swedish, Arabic, or Thai. Individual self-instruction in the language of the student's choice through the use of recorded material and textbooks. Admission by petition to the Foreign Language Placement Review Committee. Elective credit only; does not satisfy basic or divisional course requirements.

French

111, 112. Elementary French. (4, 4) A course for beginners, covering the principles of French grammar and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary French. (5) A one-semester course covering the elements of grammar and skills presented in French 111, 112. Intended for students whose preparation for French 153 is inadequate. Not open to students who have received credit for French 112. Lab required.

153. Intermediate French. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. Lab required. P—French 112, 113, or two years of high school French and placement.

153x. Intermediate French. (4) Open to students by placement or permission. Lab required.

164. A Classic in Comedy. (2 or 4) Participants plan and present a production of a French comedy. The play is rehearsed and performed in French; students are involved in all aspects of production. For four credits, students also read and discuss other dramatic works. Course may be repeated for credit, but only four credits may be counted toward the major. P—Permission of instructor.

181. Swiss French Civilization. (4) The course is designed to acquaint the student with the Swiss people and their civilization through living for a few weeks with families. Visits are made to points of cultural, historical, literary, and artistic interest. A journal and a paper describing in detail some aspect of Swiss French civilization, both in French, are required. *Usually offered in the summer.*

185. Paris, Cultural Center of France. (4) A study of Paris monuments on location to explore the development of the city as capital and cultural center of France. No prerequisites. *Usually offered in the summer.*

- 199. French Individual Study.** (2-4) P—Permission of the department.
- 213. Masterpieces of French Literature. I.** (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Only one course in masterpieces may count toward the major or minor, but either may satisfy the basic or divisional requirement. P—French 153 or equivalent.
- 214. Masterpieces of French Literature II.** (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Only one course in masterpieces may count toward the major or minor, but either may satisfy the basic or divisional requirement. P—French 153 or equivalent.
- 216. Survey of French Literature from the Middle Ages through the Eighteenth Century.** (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.
- 217. Survey of French Literature of the Nineteenth and Twentieth Centuries.** (4) Study of selected texts, parallel reading, and study of trends and movements. P—French 153 or permission of instructor.
- 219. Composition and Review of Grammar.** (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—French 153 or equivalent.
- 221. Conversation and Composition.** (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. P—French 153 or equivalent.
- 224. French Civilization.** (4) An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social, and economic life of France. P—French 221 or permission of instructor.
- 227. History of French Civilization.** (2) An introduction to the historical development of French culture, including consideration of its intellectual, artistic, and political heritage. P—French 221 or permission of instructor.
- 228. Contemporary France.** (2) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today. P—French 221 or permission of instructor.
- 229. Business French.** (4) A study of French used in business procedures, emphasizing specialized vocabulary pertaining to business correspondence, corporate organization, banking, and governmental relations, with practice in translation and interpretations, oral and written. P—French 219 and 221 or permission of instructor.
- 231. Medieval French Literature.** (2-4) A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P—French 216 or 217 or permission of instructor.
- 233. Sixteenth Century French Literature.** (4) The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais,

Montaigne, and the major poets of the age. P—French 216 or 217 or permission of instructor.

241. Seventeenth Century French Literature. (4) A study of the outstanding writers of the Classical Age. P—French 216 or 217 or permission of instructor.

242. Seminar in Seventeenth Century French Literature. (4) A study of selected topics of the period. Topics may vary from year to year. P—French 216 or 217 or permission of instructor.

251. Eighteenth Century French Literature. (2–4) A survey of French literature of the eighteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

252. Seminar in Eighteenth Century French Literature. (2–4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

261. Nineteenth Century French Literature. (4) A study of French literature of the nineteenth century with cultural and political backgrounds. P—French 216 or 217 or permission of instructor.

262. Seminar in Nineteenth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

263. Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—French 216 or 217 or permission of instructor.

264. French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—French 216 or 217 or permission of instructor.

265. French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P—French 216 or 217 or permission of instructor.

271. Twentieth Century French Literature. (4) A study of general trends and representative works of the foremost prose writers, dramatists, and poets. P—French 216 or 217 or permission of instructor.

272. Seminar in Twentieth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P—French 216 or 217 or permission of instructor.

280. Directed Research. (2) Required for honors in French.

281. Directed Study. (3, 4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

371. Surrealism. (4) Origins, theories, evolution, and impact. This course examines the interconnections between Surrealist poetry and painting and the works of Breton, Eluard, and Aragon. P—French 221 or equivalent.

372. Proust. (4) Study of substantial portions of Proust's *A la Recherche du temps perdu*, its themes, and their significance in historical and aesthetic context. P—French 221 or equivalent.

373. French Images of America. (4) A study of French points of view through the reading of texts beginning with Tocqueville and ending with Michel Butor's *Mobile*. The course attempts to relate them to a variety of circumstances and influences, political, sociological, and cultural. P—French 221 or equivalent.

Semester in France

The department sponsors a semester in France in Dijon, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 221 or its equivalent or at least one French course beyond the intermediate level.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

232. Advanced Oral and Written French. (2–4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

282. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

292. French Civilization. (2–4) An introduction to French culture and its historical development. Field trips to museums and to points of historical and cultural significance in Paris and the French provinces.

402. Independent Study. (2–4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France and evaluation by the department for which credit is granted. Work may be supplemented by lectures on the subject given at the Université de Dijon Faculté des Lettres et Sciences Humaines.

752. French Literature. (2) Topics in the novel, theatre, and poetry of France, largely of the period since 1850.

762. Literary Pilgrimage. (2–4) Reading of selected French texts, with visits to sites having literary associations. A study of the relationship between *milieux* and works. Taught in French speaking countries.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

History 2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477.

Spanish

111, 112. Elementary Spanish. (4, 4) A course for beginners covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Spanish. (5) A one-semester course covering the elements of grammar and skills presented in Spanish 111, 112. Intended for students whose preparation for Spanish 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have received credit for Spanish 112. Lab required.

153. Intermediate Spanish. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. P—Spanish 112 or 113 or two years of high school Spanish or equivalent. Lab required.

153x. Intermediate Spanish. (4) Open by placement or permission. Lab required.

162. A Panorama of Drama. (2-4) A brief sampling of Spanish drama from its early period to the contemporary theatre, studying in Spanish representative works from each major period. Approximately six plays. The class selects one play to present in Spanish, with students having directing and acting responsibilities.

181. Colombia: Study Tour of Bucaramanga, Cali, and Medellín. (4) Travel in Colombia and residence in one of its major cities in homes of private families for a period of three weeks. Students receive instruction in spoken Spanish and in Colombian literature and anthropology and political, social, or economic history. Does not count toward the major. *Usually offered in the summer.*

187. Culture and Language. (4) A study of Spanish culture and language, tailored to various levels of student ability. Taught only in the Spanish-speaking world. Does not count toward the major. *Usually offered in the summer.*

199. Individual Study. (2-4) P—Permission of the department.

214. Introduction to Hispanic Literature. (4) Selected readings in Spanish and Spanish American literature. Designed as a substitute for either Spanish 215 or 216. *Offered in the summer.* P—Spanish 153 or equivalent.

215. Major Spanish Writers. (4) Reading of selected texts. P—Spanish 153 or equivalent.

216. Major Spanish American Writers. (4) Reading of selected texts. P—Spanish 153 or equivalent.

- 219. Advanced Grammar and Composition.** (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic Spanish. Lab required. P—Spanish 153 or equivalent.
- 221. Conversation and Composition.** (4) Practice in speaking and writing Spanish, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary of everyday situations. Lab required. P—Spanish 153 or equivalent.
- 223. Latin American Civilization.** (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 215 or 216.
- 224. Spanish Civilization.** (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 215 or 216.
- 225. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century.** (4) Extensive reading and study of trends and influences. P—Spanish 215 or 216.
- 226. Survey of Spanish Literature from the Eighteenth Century to the Present.** (4) Extensive reading and study of trends and movements. P—Spanish 215 or 216.
- 227. Survey of Spanish American Literature.** (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries. P—Spanish 215 or 216.
- 229. Commercial, Official, and Social Correspondence.** (4) Instruction in the special vocabularies, formats, and styles required in written and telegraphic communications. Students write in Spanish communications appropriate to each type of correspondence. P—Spanish 219 and 221 or permission of instructor.
- 234. Spanish Prose Fiction before Cervantes.** (4) A study of several types of prose fiction, such as the sentimental, chivalric, pastoral, Moorish, and picaresque novels, prior to 1605. P—Spanish 215 or 216.
- 241. Golden Age Drama.** (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P—Spanish 215 or 216.
- 243. Cervantes.** (4) Intensive study of the life and works of Cervantes, with special attention on the *Quixote* and the *novelas ejemplares*. P—Spanish 215 or 216.
- 244. Seminar in Cervantes.** (2-4) A study of special aspects of Cervantes' works, such as the *novelas ejemplares* and his dramatic works. P—Spanish 215 or 216.
- 252. Seminar in Hispanic Poetry.** (2-4) A study of selected topics, such as *gongorismo*, the *romancero*, and the Generation of 1927. P—Spanish 215 or 216.
- 261. Nineteenth Century Spanish Novel.** (4) A study of the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñez, and their contemporaries. P—Spanish 215 or 216.
- 265. Spanish American Novel.** (4) A study of the novel in Spanish America from its beginning through the contemporary period. P—Spanish 215 or 216.

- 266. Seminar in Spanish American Novel.** (4) A study of one or more categories of Spanish American novels, such as romantic, *indianista*, realistic, *gauchesca*, and social protest. P—Spanish 215 or 216.
- 269. Nineteenth Century Spanish Drama.** (4) A study of the principal dramatic works from neoclassicism to the end of the century. P—Spanish 215 or 216.
- 271. Modern Spanish Drama.** (4) A study of the principal dramatic works from the end of the nineteenth century through the contemporary period. P—Spanish 215 or 216.
- 273. Modern Spanish Novel.** (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P—Spanish 215 or 216.
- 274. Seminar in Modern Spanish Literature.** (2 or 4) An analysis of selected contemporary works representative of the novel, poetry, theatre, and essay. P—Spanish 215 or 216.
- 275. Special Topics.** (2–4) Selected special topics in Spanish or Spanish American literature, such as the Spanish *Romancero* or the contemporary Spanish American novel. Offered at irregular intervals.
- 280. Directed Research.** (2) Required for honors in Spanish.
- 281. Directed Study.** (3–4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

Semester in Spain

The department offers a semester in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligibility. However, a student (1) should be of junior standing, (2) should have completed intermediate Spanish or its equivalent, and (3) should be approved by both the major department and the Department of Romance Languages. A course in Spanish conversation is also recommended.

1829. Introduction to Spain. (2–4) Familiarization with the Spanish people, Spanish culture, and daily life in Spain. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, and lectures on selected topics.

2049. Spanish Phonetics and Phonology. (4) Theory and practical application of the elements involved in speaking correct Spanish.

2059. History of the Spanish Language. (4) Evolution and historical development of the Spanish language, including regional dialects and present-day variations in the spoken and written form.

179. Intensive Spanish. (2) Intensive study and practice of the oral and written language.

259. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century. (4) Extensive reading and study of trends and influences.

419. Spanish Literature of the Golden Age. (4) A survey of the most important authors and genres of the Golden Age, with particular emphasis on the novel and the drama.

759. Contemporary Spanish Literature. (4) A study of general trends and representative works of selected prose writers, dramatists, and poets from the modern period.

Sociology 2029. Social-Political Structures of Present-Day Spain. (4) A study of the various social and political elements which affect the modern Spanish state.

History 2019. General History of Spain. (4) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (4) A study of the development and



uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Chinese*

111, 112. Elementary Chinese. (4, 4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system. Basic sentence patterns covered. Lab required.

199. Individual Study. (2-4) P—Permission of the department.

Hindi*

111, 112. Elementary Hindi. (4, 4) Attention given mainly to basic Hindi grammar, vocabulary building, simple composition, and conversation. Lab required.

153. Intermediate Hindi. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab required. P—Hindi 111, 112, or the equivalent.

211. Hindi Literature. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab required. P—Hindi 153.

Italian

113. Intensive Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab required. Lecture—five hours. *Offered every semester.*

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. Lecture—five hours. P—Italian 113 or two years of high school Italian.

153x. Intermediate Italian. (4) Open by placement or permission. Lab required.

199. Individual Study. (2-4) P—Permission of instructor.

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. *Offered in the spring.* P—Italian 153 or equivalent.

216. Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P—Italian 153 or equivalent.

Semester in Venice

2213. Spoken Italian. (4) Course in oral Italian, offered only in Venice. Students are placed in small groups according to their levels of fluency. Elective credit.

*These courses are attached to the Department of Romance Languages for administrative purposes only.

Japanese*

11, 112. Elementary Japanese. (4, 4) Emphasis on the development of listening and speaking skills. Brief introduction to the writing systems. Basic sentence patterns covered. Lab required.

Norwegian*

90, 191. Norwegian. (4, 4) Independent study of the language and directed reading of texts in Norwegian. Primarily for students specializing in foreign languages.

Russian*

11, 112. Elementary Russian. (4, 4) The essentials of Russian grammar, conversational drill, and reading of elementary texts. Lab required. P—Permission of instructor.

53. Intermediate Russian. (5) Training in principles of translation with grammar review and conversation practice. Lab required. P—Russian 112 or equivalent.

53x. Intermediate Russian. (4) Open by placement or permission. Lab required.

15. Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P—Russian 153 or equivalent.

16. Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P—Russian 153 or equivalent.

17. Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

18. Seminar in Contemporary Russian Literature. (4) Reading of representative works in Russian with discussion of political and cultural backgrounds. P—Russian 153 or equivalent.

Sociology

Philip J. Perricone, Chairman

Professor John R. Earle

Associate Professors William H. Gulley, Philip J. Perricone

Assistant Professors Catherine T. Harris, Willie Pearson Jr.

Visiting Assistant Professor H. Kenneth Bechtel

A major in sociology requires thirty-seven credits and must include Sociology 151, 371, and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires twenty credits and must include Sociology 151 and Sociology 371. A minimum grade point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade point average of 2.0 in sociology courses is required for certification as a minor. Students who intend

These courses are attached to the Department of Romance Languages for administrative purposes only.

to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

151. Principles of Sociology. (4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects.

152. Social Problems. (4) Survey of contemporary American social problems. P—Sociology 151.

205. Photography in the Social Sciences. (4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. P—Permission of instructor.

248. Marriage and the Family. (4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

301. Religion as a Social Institution. (4) A study of the various forms of religion, such as denomination, cult, sect. The relationship between religious factors and other social factors. Civil religion and religiosity in the US. P—Sociology 151.

302. Bureaucracy and Society. (4) The sociological analysis of complex organizations focusing on bureaucracy, power, authority, decision making, and change. Attention will be given to business as well as government and other non-profit organizations. P—Sociology 151.

305. Male and Female Roles in Society. (4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction. P—Sociology 151.

309. Sex and Human Relationships. (4) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, crosscultural and subcultural variations, and the influence of the mass media. P—Sociology 151 or permission of instructor.

310. Death and Dying. (2) Study of some of the basic issues and problems of modern man in accepting and facing death. P—Sociology 151 or permission of instructor.

311. Women in Professions. (4) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective. P—Sociology 151.

325. Self and Society: An Interactionist Perspective. (4) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction. P—Sociology 151.

333. The Urban Community. (4) A survey of materials relating to the community as a unit of sociological investigation, with emphasis on the urban setting. Of par-

ticular value for social work or community planning. P—Sociology 151 or permission of instructor.

334. Society and Higher Education. (4) An analysis of the social forces that shape educational policies in the US. Assessment of significant contemporary writings on the manifest and latent functions of education. P—Sociology 151.

335. Medical Sociology. (4) Analysis of the social variables associated with health and illness and with the practice of medicine. P—Sociology 151.

337. Aging in Modern Society. (4) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Sociology 151 and permission of instructor.

339. Sociology of Violence. (4) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society. P—Sociology 151.

340. Sociological Issues in Human Development. (4) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society. P—Sociology 151.

341. Criminology. (4) Crime, its nature, causes, consequences, methods of treatment, and prevention. P—Sociology 151.

342. Juvenile Delinquency. (4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems. P—Sociology 151 and permission of instructor.

343. Sociology of Law. (4) Consideration will be given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, the impact of social class and stratification upon the legal order. P—Sociology 151 or permission of instructor.

344. The Sociology of Deviant Behavior. (4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior. P—Sociology 151.

345. The Police and Society. (4) A study of the position and the role of police in modern society. Examination of the nature of social control in human societies, the role of the police in social control, the police in France, England, and the United States. P—Sociology 151.

346. Seminar on Social Utopias. (4) Survey of major utopian literature; emphasis is placed upon both the social organization in utopian proposals and their implicit critique of current society and social ideologies. P—Sociology 151.

347. Society, Culture, and Sport. (4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society. P—Sociology 151.

348. Sociology of the Family. (4) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America. P—Sociology 151.

349. Sociology of Science. (4) Emphasis on the origins and growth of science in socio-historical perspective, reciprocal relations between science and society in the twentieth century, science as a social system. P—Sociology 151 or permission of instructor.

350. Mass Communications and Public Opinion. (4) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society. P—Sociology 151.

358. Population and Society. (4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables. P—Sociology 151.

359. Race and Ethnic Relations. (4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice. P—Sociology 151.

360. Social Stratification. (4) The study of structured social inequality with particular emphasis on economic class, social status, and political power. P—Sociology 151.

361. Sociology of the Black Experience. (4) A survey and an analysis of contemporary writings on the status of Black Americans in various American social institutions (e.g., education, sport, entertainment, science, politics, etc.). P—Sociology 151.

365. Dependency Needs and Social Services. (4) Examination of various forms of dependency, such as social, economic, emotional, and physical, and community social agencies designed to meet these needs. Use of relevant literature, field experience, and resource persons.

371, 372. The Sociological Perspective. (4, 5) A two-semester course dealing with the development and application of major theories and research methods in sociology. A continuing effort is made to enable the student to deal with current theoretically oriented research. Regularly scheduled computer labs will be arranged during the Sociology 273 portion of the course. P—Sociology 151 and permission of instructor.

380. Social Statistics. (4) Basic statistics, emphasizing application in survey research. (A student who receives credit for this course may not also receive credit for Biology 348, Business 201, Mathematics 157, or Anthropology 380. A sociology major may take Anthropology 380 in lieu of Sociology 380 to meet major requirements.)

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.

398, 399. Individual Study. (1-4, 1-4), Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Speech Communication and Theatre Arts

Donald H. Wolfe, Chairman

Professors Julian C. Burroughs Jr., Franklin R. Shirley, Harold C. Tedford

Associate Professors Michael D. Hazen, Donald H. Wolfe

Assistant Professor Jill Jordan McMillan

Visiting Assistant Professor Jo Whitten May

Instructor David C. Williams

Visiting Lecturer James H. Dodding

Lecturers Jonathan H. Christman, Caroline S. Fullerton, Mary R. Wayne

For convenience in advising majors, the department divides the study of speech communication and theatre arts into the following fields: (1) communication/public address, (2) radio/television/film, (3) theatre arts, and (4) speech pathology/correction. It is possible for a student either to concentrate in one of the first three fields or to take courses across the breadth of the discipline. Specific courses of study for both majors and minors are worked out in consultation with departmental faculty members.

A major in speech communication and theatre arts consists of a minimum of four credits, at least eight of which must be at the 300 level. In order for a course count toward a student's major, the student must earn a grade of C or higher in the course.

A minor in the first three fields listed in the first paragraph above requires six courses for a minimum of twenty-four credits, at least eight of which must be at the 300 level.

Those students majoring in speech education and theatre arts are expected to take specific courses which meet the requirements for teacher certification. Information concerning the courses may be obtained from departmental faculty members.

Highly qualified majors are invited by the department to apply for admission to the honors program in speech communication and theatre arts. To be graduated with the designation "Honors in Speech Communication and Theatre Arts," they must successfully complete 281. For additional information members of the departmental faculty should be consulted.

1. Special Seminar. (2-4) The intensive study of selected topics in communication. Topics may be drawn from any theory or concept area of communication, such as persuasion, organizational communication, film, or theatre.

2. Honors in Speech Communication and Theatre Arts. (4) A conference course involving intensive work in the area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of instructor.

3. Individual Study. (1-4) Special research and readings in a choice of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.

4. 284. Debate, Radio/Television/Film, or Theatre Arts Practicum. (2, 2) Individual projects in the student's choice of debate, radio/television/film, or theatre arts; includes organizational meetings, faculty supervision, and faculty evaluation. No student may register for more than two credits of practicum in any semester. No stu-

dent is allowed to take more than a total of eight credit units in practicum, only four credits of which may be counted toward a major in speech communication and theatre arts. Pass/Fail only. P—Permission of instructor.

Communication/Public Address

151. Public Speaking I. (4) A study of the nature and fundamentals of speech communication. Practice in the preparation and delivery of short speeches.

152. Public Speaking II. (4) The preparation and presentation of short speeches to inform, convince, actuate, and entertain. P—Speech Communication 151.

153. Interpersonal Communication. (4) The course is divided into three parts: communication theory, person-to-person communication, and small group interaction.

155. Group Communication. (4) An introduction to the principles of discussion and deliberation in small groups, with practice in group problem-solving and discussion leadership.

156. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance.

161. Voice and Diction. (4) A study of the principles of voice and production, with emphasis on phonetics as a basis for correct sound formation.

251. Persuasion. (4) A study of the variables and contexts of persuasion in contemporary society.

252. Argumentation and Debate. (4) A study of the principles of argumentation and practical experience in researching and debating a public policy question.

253. The Rhetoric of Western Thought. (4) A survey of the major theories in rhetoric from Plato to Burke, with emphasis on rhetorical criticism. Students apply the historical/critical method to the rhetoric of contemporary movements.

261. Clinical Management of Speech and Language Disorders. (4) Methods used to correct speech disorders of voice, rhythm, language, and articulation; observation of methods used with selected cases in clinical or public school setting. *Offered in alternate fall semesters.*

262. Audiology. (4) Clinical audiology, including anatomy, physiology, disorders of the hearing mechanism, and interpretations of basic measurements of auditory function. *Offered in alternate spring semesters.*

263. Speech and Language Disorders I. (4) Study of the disorders of language, articulation, and rhythm, with special emphasis on functional disorders; focus is on the role the therapist plays in assisting the speech-handicapped child. *Offered in alternate fall semesters.*

264. Speech and Language Disorders II. (4) Consideration of etiology and symptoms of speech and language problems due to organic disorders of voice, articulation, language, and hearing. *Offered in alternate spring semesters.*

271. Communication Theory. (4) An introduction to theory-building in communication.

on and to the major contemporary theorists in the field. P—Speech Communication 151 or permission of instructor.

0. Special Seminar. (2-4) (See previous description.)

1. Honors Course. (4) (See previous description.)

2. Individual Study. (1-4) (See previous description.)

3, 284. Debate Practicum. (2, 2) (See previous description.)

3. British Public Address. (4) A historical and critical survey of leading British speakers and their speeches from the sixteenth century to the present.

4. American Public Address. (4) The history and criticism of American public address from colonial times to the present.

55. Directing the Forensic Program. (2, 4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

6. The Rhetoric of Race Relations. (4) A study of race relations in America as reflected in the rhetoric of selected black and white speakers. Students apply the rhetorical/critical method in exploring the effects of discourse on attempts at interracial communication.

7. The Rhetoric of the Women's Movement. (4) A study of selected women activists and the impact of their speeches and arguments from the 1800s to the present. Emphasis on the "New Feminist Movement."



- 371. Research in Communication.** (4) An introduction to design and statistical procedures for research communication.
- 372. A Survey of Organizational Communication.** (3, 4) An introduction to the role of communication in organizations, with emphasis on field applications.
- 373. Intercultural Communication.** (4) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds.
- 374. Mass Communication Theory.** (3, 4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. *Offered in alternate years.*
- 375. Communication and Conflict.** (4) A study of communication in conflict situations on the interpersonal and societal levels. *Offered in alternate years.* P—Speech Communication 153 or permission of instructor.
- 376. Small Group Communication Theory.** (4) Advanced study of the principles of small group interaction and discussion leadership. P—Speech Communication 155 or permission of instructor.
- 378. Semantics and Language Behavior.** (4) A study of the syntactic and semantic aspects of communicative messages.

Radio/Television/Film

- 141. Radio-TV Speech.** (2) An introduction to announcing and performing on radio and television.
- 241. Introduction to Broadcasting.** (4) A study of the historical, legal, economic, and social aspects of broadcasting.
- 242. Radio Production.** (2) A study of the basic elements of radio production.
- 243. TV Production.** (2) A study of the basic elements of television production.
- 245. Introduction to Film.** (4) Historical introduction to motion pictures through the study of various kinds of films and their relationship to society.
- 246. Film Production.** (2) A study of the basic elements of motion picture production.
- 280. Special Seminar.** (2-4) (See previous description.)
- 281. Honors Course.** (4) (See previous description.)
- 282. Individual Study.** (1-4) (See previous description.)
- 283, 284. Radio/Television/Film Practicum.** (2, 2) (See previous description.)
- 342. Seminar in Radio/Television.** (3 or 4) Extensive readings in and discussion of fundamental theory and current issues in radio and television. *Offered in spring, 1986.* P—Speech Communication 241.
- 344. Advanced Radio Production.** (2) Study of advanced radio forms: documentary and drama. P—Speech Communication 242.

5. **Advanced TV Production.** (2) Individual production of complex forms of television such as documentary and drama. P—Speech Communication 243.
6. **Film Criticism.** (3 or 4) A study of film aesthetics through an analysis of the work of selected film makers and film critics. *Offered in spring, 1985.* P—Speech Communication 245.
8. **Advanced Film Production.** (2) Individual production of complex films such as drama, animation, and documentary. P—Speech Communication 246.

Theatre Arts

1. **Introduction to the Theatre.** (4) A survey of all areas of theatre art. Experience in laboratory and University Theatre productions. May be used to satisfy a requirement in Division I. Lab—three hours.
2. **Technical Theatre I.** (2) An introductory course in the technical aspects of theatrical production focusing upon the basic techniques of scene construction, costume construction, make-up, and sound. This course is of special interest to potential majors. *Offered fall semesters only.* P—Theatre Arts 121.
3. **Technical Theatre II.** (2) An introductory course in the technical aspects of theatrical production focusing upon the basic techniques of mechanical drawing, stage lighting, scene painting, and props. This course is of special interest to potential majors. *Offered spring semesters only.* P—Theatre Arts 122.
4. **Drafting for the Theatre.** (2) The techniques and terminology used in making working and construction blueprints for theatrical use. P—Theatre Arts 122 and 123.
5. **Basic Theatrical Lighting.** (2) A study of theory and practice of stage lighting. P—Theatre Arts 122 and 123.
6. **Stage Makeup.** (2) A study of the theories, materials, and techniques of theatrical makeup. P—Theatre Arts 122 and 123.
7. **Costume Construction.** (2) An introduction to the fundamental drafting, cutting, and construction techniques of period theatrical costumes. P—Theatre Arts 122 and 123.
1. **Mime.** (4) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.
3. **Stagecraft.** (4) A study of the basic elements of theatre technology. Practical experience gained in laboratory and University Theatre productions. Open to freshmen and sophomores by permission of instructor. Lab—five hours.
5. **Theories of Acting.** (4) A study of acting theories and fundamental acting techniques. Open to freshmen and sophomores by permission of instructor. Lab—two hours.
7. **Theatre Speech.** (4) An intensive course in the analysis and correlation of the physiological, physical, and interpretative aspects of voice and diction on the stage.

228. The Contemporary English Theatre. (2, 3, or 4) An examination of the English theatre through reading, lectures, seminars, and attendance at numerous live theatre performances. The participants are expected to submit written reactions to the plays which are seen. Ample time to allow visits to museums, libraries, and historic places. *Taught in London.* P—Permission of instructor.

280. Special Seminar. (4) (See previous description.)

281. Honors Course. (4) (See previous description.)

282. Individual Study. (1-4) (See previous description.)

283, 284. Theatre Arts Practicum. (2, 2) (See previous description.)

3110. The English Theatre, 1660–1940. (4) A study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes, and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.*

316. Acting Shakespeare. (4) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—Theatre Arts 226.

317. Theatrical Lighting Design. (4) The intensive study of the tools and aesthetics of the designer's craft with practical experience in designing for proscenium, thrust, and arena staging. P—Theatre Arts 125.

318. Theatrical Special Effects. (4) A survey of the various special scenographic and lighting effects used in modern theatre. Special emphasis will be placed on effects used in productions done during the term. P—Theatre Arts 223 and 125.

319. Costume: History and Design. (4) A study of the evolution of costume through the ages and the design of historic costume for the stage. P—Theatre Arts 121.

320. Theatrical Scene Design. (4) A study of the theories and styles of stage design and their application to the complete play. P—Theatre Arts 121 and 223 or permission of instructor.

321. Play Directing. (4) An introduction to the theory and practice of play directing. A grade is not granted for this course until the student has completed Theatre Arts 322. Lab—two hours. P—Theatre Arts 121 and 226 or permission of instructor.

322. Play Production Laboratory. (2) A laboratory in the organization, the techniques, and the problems encountered in a dramatic production. The production of a play for public performance is required. P—Theatre Arts 321.

323. Period and Style in Acting. (4) A study of social customs, movement, dances and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—Theatre Arts 226.

324. Advanced Mime. (4) This course enlarges upon skills and techniques acquired in Theatre Arts 221 (*Mime*), with the addition of other mime forms. The course includes exercises, rehearsals, and performances. P—Theatre Arts 221.

325. Advanced Acting. (4) A concentrated study of the actor's art through theory and practice. P—Theatre Arts 226 or permission of instructor.

326. Performance Techniques. (4) A course in advanced acting techniques, focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, singing, stage combat, etc., may also be included. P—Theatre Arts 226.

327. Theatre History I. (4) A survey of the development of the theatre from its origins to 1870; includes lectures, readings, and reports.

328. Theatre History II. (4) A survey of the development of the modern theatre from 1870 to the present day; includes lectures, readings, and reports.

329. Advanced Theatre Speech. (4) Specific study in the theory and personal development of vocal melody, rhythm, color, and harmony according to the form, style, and mood of a theatrical production. P—Theatre Arts 227 or permission of instructor.

3300. Modern British and Continental Drama. (4) An examination of the works of major British playwrights of the modern period (from approximately 1875 to the present) to include, among others, Shaw, Galsworthy, Osborne, Shaffer, Stoppard, and Bond. At the same time, participants will study plays by major continental writers of the same periods, including Ibsen, Chekhov, Pirandello, Weiss, Handke, etc. Whenever possible, the class will attend performances of relevant plays. *Taught in London.*

3310. A Survey of English Theatre History. (4) Beginning with the Elizabethan period and continuing through the Restoration, the eighteenth century, the nineteenth century, and into the twentieth century, this course will focus on the major periods of English theatrical activities, relevant personalities, and representative dramas. Field trips, museums, and performances will be part of the study of this course. *Taught in London.*



School of Business and Accountancy

Thomas C. Taylor, Dean

Professors Delmer P. Hylton, Jeanne Owen, Thomas C. Taylor
Associate Professors Umit Akinc, Leon P. Cook Jr., A. Sayeste Daser,
Arun P. Dewasthali, Carol Elbing, Stephen Ewing,
Thomas S. Goho, Dale R. Martin, Ralph B. Tower
Assistant Professors John S. Dunkelberg, Michael Roberts, Julie Yu
Lecturer Lee Stokes
Instructor Olive S. Thomas

Objectives

The School of Business and Accountancy has four objectives:

1. to offer sound academic programs in business and accountancy leading to the Bachelor of Science degree;
2. to undertake on a continuous basis the professional development of its faculty;
3. to serve the University community; and
4. to maintain a productive association with the public, especially the business community.

Two programs of study leading to the Bachelor of Science degree are offered. Students may choose a major in either business or accountancy.

The primary goal of the business program is to provide a general study of business which will enable graduates to enter the business world with a breadth of understanding of relevant business problems and concepts. The general, as opposed to specialized, orientation of the major in business is appropriate for Wake Forest University in light of both its strong liberal arts tradition and its small size.

The major goal of the accountancy program is to prepare graduates for entry-level positions in public accounting, corporate accounting, and accounting in non-profit organizations. Since accounting practice takes place in the environment of business, the program in accountancy includes the study of the key functions of business activity. It is expected that a significant proportion of accountancy graduates will join the staffs of public accounting firms. This expectation is supported by the goal of preparing graduates for successful performance on both the professional CPA examination and the professional staffs which they join after graduation.

Admission

Admission to the School is by formal application, and applicants will be screened by the Committee on Admission and Continuation of the School of Business and Accountancy. Before being considered for admission to the School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the School of Business and Accountancy are completion of sixty-five credits and a grade point average of 2.0 on all courses attempted.

Students are encouraged to have completed two semesters of Principles of Accounting, two semesters of Principles of Economics, and Mathematics 108 or 1

before admission to the School. A student who fails to meet these course requirements may obtain provisional admission. Provisional status is changed to fully accepted status when the course deficiencies are removed. The provisional admission must be removed by the beginning of the senior year.

The number of students who can be accommodated is limited. Therefore, the school reserves the right to grant or to deny admission or readmission to any student who meets the minimum requirements. Readmission to the School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 40.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the School of Business and Accountancy will be taken in the School. For students wishing to transfer credit from other schools, the following general guidelines apply:

- a) Courses at another school passed with the minimum passing grade at that school may not be transferred.
- b) Courses transferred in business and accountancy are subject to validating examinations.
- c) No work in courses numbered 200 and above will be accepted from two-year schools.
- d) Courses taken elsewhere in subjects not offered at the School of Business and Accountancy may not be counted toward the credits required in the School of Business and Accountancy.

For the BS in business, a minimum of forty credits must be earned in the School of Business and Accountancy at Wake Forest University; for the BS in accountancy, the minimum credits earned in this school must total fifty-two.

Requirements for Continuation

In addition to the requirements stated on pages 39-40, a student must be academically responsible and must show satisfactory progress towards completing the requirements for the degree. The Dean of the School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Committee on Admission and Continuation, will decide if the student may continue as a major in this school.

Requirements for Graduation

The School of Business and Accountancy confers the Bachelor of Science degree with majors in accountancy and business. For the major in business, a student must complete the following course work: Accounting 111 and 111; Business 201, 202, 203, 211, 221, 231, 251, 261, and 271; Economics 151 and 152; Mathematics 108 or 111; Speech 151 or 153 or 155; and a minimum of two courses from Business 212, 213, 214, 222, 223, 224, 225, 232, 233, 234, or Accounting courses numbered 200 or above. For the major in accountancy, the following course work must be completed: accounting 111, 112, 211, 212, 252, 253, 261, 271, and 273; Business 201, 202, 211,

221, 231, 251, 261, and 271; Economics 151 and 152; Mathematics 108 or 111; and Speech 151 or 153 or 155.

In addition to the courses stipulated above, the student in business and accountancy must also meet the following requirements for graduation:

- (a) a minimum of 144 credits, including the basic and divisional requirements established by Wake Forest College;
- (b) a minimum grade point average of 2.0 on all work attempted at Wake Forest; and
- (c) an overall 2.0 grade point average on all business and accountancy courses, exclusive of courses repeated with a C grade or better.

Senior Honors Program

Students with a grade point average of at least 3.0 on all college work and 3.3 on all work in business and accountancy are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral examination are required. Those who successfully complete the requirements specified by the School are graduated with the designation "Honors in Business" or "Honors in Accountancy." For additional information interested students should consult a member of the faculty of the School of Business and Accountancy.

Courses of Instruction

Business

201. Business Statistics. (4) Techniques of analysis of numerical data, including descriptive statistics, probability theory, sampling theory, statistical inference, correlation and regression, and non-parametric statistics.

202. Production and Operations Management. (4) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.

203. Quantitative Analysis. (4) Development and understanding of quantitative decision tools and models to be applied to the managerial decision process. Models include linear programming (graphic, algebraic, and simplex solutions; sensitivity analysis; duality; transportation and assignment algorithm); decision theory; PERT/CPM; and queuing. P—Business 202.

211. Organizational Theory and Behavior. (4) The study of macro and micro organizational design—structure, processes, development, climate, behavior, and performance evaluations. P—Junior standing.

212. Advanced Management of Organizational Behavior. (4) Advanced management of problems of behavior and communication—organizational and inter-

personal. A comparative multinational perspective and experiential approach, developing problem-solving processes for management of human resources. P—Business 211.

213. History of Management Thought. (4) A study of past and present contributions to the art of management—forces and institutions which control and influence the exercise of managerial activities through time. Ethical and philosophical issues are included. P—Business 211.

214. Labor Policy. (4) A study of selected topics in labor-management relations in both the business and the public sector from the view of labor, management, and the public. P—Business 211.

221. Principles of Marketing. (4) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 151.

222. Marketing Strategy. (4) Managerial techniques in planning and executing marketing programs in business and nonbusiness organizations. Emphasis is on the group experience in decision making related to market segmentation, product innovation and positioning, channels of distribution, pricing, and promotion. Extensive use of cases, readings, and team presentations. P—Business 201 and 221.

223. International Marketing. (4) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221, Economics 152, and senior standing.

224. Marketing Research. (4) Introduction to fundamentals of research methodology and use of research information in marketing decision making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

- 225. Buyer Behavior.** (4) Study of basic behavioral science applications in buyer motivation and behavior and in buying decisions. Emphasis on current research and theory relating to consumer behavior. P—Business 221.
- 231. Principles of Finance.** (4) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or non-profit organization. P—Accounting 112, Business 201, and Economics 151 and 152.
- 232. Advanced Financial Management.** (4) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.
- 233. Investment Analysis.** (4) Study of investment alternatives, expected returns and corresponding risks; valuation of stocks and bonds applying both fundamental and technical analysis; survey of past and current methods of stock selection techniques, including portfolio considerations. P—Business 231.
- 234. Multinational Financial Management.** (4) Analysis of the international aspect of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.
- 251. Management Information Systems.** (4) Study of the development, design, and implementation of management information systems with introduction to the terminology, concepts, and trends in computer hardware and software. P—Business 211.
- 261. Legal Environment of Business.** (4) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is put upon how the law develops and how economic, political, social, and ethical considerations influence this development.
- 271. Business Policy.** (2) Application of the case method to problems of business policy formulation and strategic planning. P—Business 202, 211, 221, and 231.
- 281. Reading and Research.** (2, 3, or 4) Directed study in specialized areas of business. P—Permission of instructor.

Accountancy

- 111. Accounting Principles I.** (4) The basic accounting process and underlying principles pertaining to the preparation and interpretation of published financial statements.
- 112. Accounting Principles II.** (4) A continuation of Accounting 111 and an introduction to management accounting. P—Accounting 111.
- 211. Intermediate Accounting.** (4) A detailed analysis of theory and related problems for typical accounts in published financial statements. P—Accounting 111.

- 212. Intermediate Accounting.** (4) A continuation of Accounting 211. P—Accounting 211.
- 252. Cost Accounting.** (4) Advanced study of management accounting, including budgeting, product-costing, cost allocation, standard costs, transfer-pricing, differential analysis, and cost-behavior analysis. P—Accounting 112.
- 253. Accounting Information Systems.** (4) A study of the design and operation of accounting systems relating to the functions of purchasing, production, sales, and cash management. Emphasis is placed upon the necessary controls for reliable data. Includes hands-on experience with micro-computer accounting applications. P—Accounting 252 and Business 251.
- 254. Accounting in the Not-for-Profit Sector.** (4) An examination of accounting theory and practice in governmental and eleemosynary organizations. P—Accounting 211.
- 261. Advanced Accounting Problems.** (4) A study of the more complex problems found in business operations, business combinations, reorganizations, and dissolution. P—Accounting 212.
- 271. Income Tax Accounting.** (4) A survey of basic income tax concepts associated with individuals, partnerships, corporations, estates, and trusts. Introduction to tax research and planning. P—Accounting 212.
- 273. Auditing.** (4) Examination of basic auditing concepts and relationships, and the auditor's reporting and professional responsibilities. Study of auditing procedures commonly used in public accounting and internal auditing. P—Accounting 212 and 252.
- 274. CPA Review-Law.** (4) A study of the law applicable to business transactions with accounting and auditing implications, including representative questions from the business law section of the CPA exam. Open only to senior accounting majors. P—Business 261.
- 275. CPA Review-Accounting Practice and Theory.** (4) An intensive study of CPA-type problems found on the accounting practice and accounting theory sections of the CPA exam. P—Accounting 252 and 261.
- 278. Reading and Research.** (2, 3, or 4) Directed study in specialized areas of accountancy. P—Permission of instructor.

Degrees Conferred

May 16, 1983

Bachelor of Arts

- | | |
|--|--|
| Willard Paul Ackley | Jeffrey Donald Bilas, <i>cum laude</i> |
| George Ray Adams | Carol Jean Bishop, <i>cum laude</i> |
| Mary Marshall Agee, <i>cum laude</i> | Warren Dale Bishop |
| Anderson Bradford Alcock | Cheryl Balckwell, <i>cum laude</i> |
| Pamela Sue Aldridge | Christopher Lyons Blake, <i>cum laude</i> |
| Jane Hart Alexander | Jeanine Anne Blake |
| Cynthia Kay Allen, <i>cum laude</i> ,
<i>with honors in psychology</i> | Donna Jean Blankenship, <i>cum laude</i> ,
<i>with honors in psychology</i> |
| Jennifer Jane Allen, <i>cum laude</i> | William David Block, <i>cum laude</i> |
| Mary Elizabeth Allen, <i>cum laude</i> | Carolyn Hall Blue |
| Lisa Jean Carson Allison, <i>cum laude</i> | Lynn Elizabeth Booth |
| Kay Anderle | Sharon Lee Boothe |
| Richard H. Arnold | Steven Robert Bosin, <i>cum laude</i> |
| Jennifer Lynn Ashley, <i>cum laude</i> | Larry Donald Bowden Jr. |
| Barry Douglas Austin | Rodney Trent Bowen |
| Judd Allen Austin, Jr., <i>cum laude</i> | Victoria Ann Bowers, <i>cum laude</i> ,
<i>with honors in psychology</i> |
| Carl Glenn Ayers, <i>cum laude</i> | Donna Lynn Boyd, <i>cum laude</i> |
| Marla Elaine Ayers, <i>magna cum laude</i> ,
<i>with honors in psychology</i> | Stephen John Boyle, <i>cum laude</i> |
| David Rupert Bagby | Susan Elizabeth Bray, <i>cum laude</i> |
| Robert Gregory Bailey, <i>cum laude</i> | Lisa Love Brothers |
| Craig Price Baker, <i>magna cum laude</i> | Carol Lane Brown, <i>cum laude</i> |
| Karen Renee Barbour | Stephen Robert Brown |
| Allison Jo Bare | Billy Lee Buff Jr., <i>summa cum laude</i> |
| Teresa Vaughan Barnes, <i>cum laude</i> | William Campbell Buhrow, <i>cum laude</i> |
| Yvette Melinda Barnes | Edward Bungener |
| Karen J. Bartel | Lee Annette Burroughs, <i>cum laude</i> |
| Plato Collins Barwick III | Michael Erick Burton, <i>cum laude</i> |
| David Gray Baugh, <i>cum laude</i> | Shannon Lynn Butler |
| Susan Payne Beauchamp, <i>cum laude</i> | Donna Frances Campbell |
| Guy Moody Beaver III | Mary Scott Campbell, <i>magna cum laude</i> |
| Ann Reid Beh | Kevin Kenneth Carpenter |
| Mark Alan Bennett | Joseph Patrick Carroll Jr. |
| Armando Berguido, <i>cum laude</i> | Seavy Wesley Carroll, <i>cum laude</i> |
| Sonja Rene Berry, <i>cum laude</i> | Bryan Allen Catron |
| Jane Anne Bess, <i>magna cum laude</i> | Steven R. Catron, <i>cum laude</i> |
| Charles Frederick Bethel | John Taylor Chaffin Jr. |

- nes Harell Chesson, *magna cum laude*
 ri Marie Clark
 ary Dawne Clark
 eorge Harris Clayton, *cum laude*
 trick Caswell Cloniger
 iverd Scott Cobb, *magna cum laude*
 resa Gay Cockerham
 omas Bryce Cogsil
 ctoria Ruffin Collett
 enise Regina Coogler, *magna cum laude*,
with honors in speech communication
and theatre arts
 eather D. Cooper, *cum laude*
 rol Lane Copeland
 lly Ann Copenhaver, *cum laude*
 ephen David Charles Corts,
cum laude,
with honors in politics
 ott Michael Cottrill
 ny Elizabeth Crews
 frey Lloyd Crook, *cum laude*
 niel Thomas Cummins
 an Gregg Cusick, *cum laude*
 illiam Taylor Davis, *magna cum laude*,
with honors in history
 aire Heddens D'Ecsery, *cum laude*
 an Marie Degnan, *cum laude*
 iverd Wayne Demianovich
 mberly Jeane Dennis
 anne Marie Dillenger
 equeline Louise Dinan, *cum laude*
 blo Agustin Diodati, *cum laude*
 ary Robert Doten
 ra Marie Dougherty, *cum laude*
 ymond Thomas Doyle Jr.
 iverd Gardner Draper
 ristopher Albert Dromerick
 eodora Marguerite Drozdowski,
magna cum laude
 ark Stanley Drusdow
 iverd Murray Dunlap
 illiam Patrick Dunne
 ark Howard Eckert, *cum laude*
 cy Claire Edelmann, *magna cum laude*,
with honors in English
 ic Robert Edgerton, *summa cum laude*
 Aleta Faye Edwards
 Iva Jeanette Edwards, *cum laude*
 Christopher James Ehlers
 Jeffrey Thane Elliott
 Betty Carol Ellison
 Angela Anne Elmore
 Sarah Ruth Emmett
 William Norbert Evans, *cum laude*,
with honors in economics
 Genevieve Garrou Exum
 Richard Paul Faude
 Robin Dawn Faulk
 John Edward Faulkner III
 Robert Brian Fazia, *cum laude*
 Ann Gray Ferguson
 Brooke Tillou Ferguson
 Isabel Maria Fernandez, *magna cum laude*
 Bryan Gregory Fitcher, *cum laude*
 Glenn Scott Fitzgerald
 Paul Townsend Flick, *cum laude*
 Robert Andrew Fouts
 Kenneth Robert Francis, *cum laude*
 Carol Jean Frederick
 James Robert Fredericks
 Craig Thompson Friend
 Curtis Michael Frund
 Thomas Matthew Fryar
 Samuel Weathers Gaines, *cum laude*
 Melissa Virginia Gainey
 Michael Joseph Gallo, *magna cum laude*
 Emma Sue Gardner, *cum laude*,
with honors in psychology
 James Hugh Gardner, *magna cum laude*
 Mary Rebecca Garrison
 Eric Thomas Gerber, *cum laude*
 Cynthia Dee Gibson
 Thomas Russell Gira, *magna cum laude*,
with honors in economics
 Alison Louise Gitter
 Jeffrey Watkins Gjerde
 Karen Jean Glenn
 Marvin Douglas Godley, *magna cum*
laude
 Douglas L. Gordon, *cum laude*
 Eddie LeRoy Green
 Jeffrey Nelson Greene

- Jerry Wayne Greene Jr.
 Wayne Eric Greenough
 James Thomas Greenwell
 James Robert Gregg Jr.
 Mary Haller Griffin
 Robert Hugh Griffin, *cum laude*
 Kimberly McCabe Grimes, *cum laude*
 Joal Rechelle Hall
 Allen Willard Hamrick, *summa cum laude*
 Robert Cranston Hannon II
 William Clinard Hardaway
 Sally Blakey Harlan
 Ann Carrington Harman, *cum laude*
 Phillip Blackmon Harris Jr.
 Lloyd Herritage Harrison Jr.
 Carol Priscilla Harriss
 Debra Fretwell Harton, *cum laude*
 Douglas Glen Hartsema, *cum laude*
 Lillian Renee Hasty
 David Joseph Hausman
 Zachary Bruce Hayes
 Leonard Steven Haynes
 Mary Ellen Heaphy, *cum laude*,
 with honors in speech communication
 and theatre arts
 Teresa Ann Heavner, *magna cum laude*
 Janell Dene Heflin, *cum laude*
 Karl Daniel Heininger, *cum laude*
 Teresa Gayle Henley
 Kevin Shawn Hennessy
 Christopher Lee Herrick
 Alfred Paul Hertzog Jr.
 Johnna Raye Hewitt
 John Robert Hilley
 Karen Jane Hills, *cum laude*
 Shaun Patrick Hines, *magna cum laude*
 Walter Rickert Hinnant
 Karen Fay Hinshaw
 William Howell Hinson, *cum laude*
 Leslie Padgett Hitchings
 Susan Emelia Hochstetler
 Amy Sue Hoey, *cum laude*
 Jerome Alison Holmes, *cum laude*
 Charles Mark Holt
 Bradford Forrester Hood
 James Richard Hood Jr., *cum laude*
 Miriam Virginia Hughes, *summa cum laude*
 David Broomell Humpton, *cum laude*
 Carolyn Elizabeth Hunter, *cum laude*
 Robert Stephen Hyatt
 Steven Craig Ireland
 Anita Louise Izzi
 Craig Steven Jabloner
 Cabot Lee Jaffee Jr.
 Curtis Scott Jamison
 Martha Ann Jarvis
 Theresa Carol Johannson, *cum laude*
 Elbert Neil Johnson III
 Linda DeAnn Jones
 Mary Elizabeth Jones, *summa cum laude*
 Michael David Jones, *cum laude*,
 with honors in English
 Neal Ray Jones, *summa cum laude*
 Leslie Ann Kell, *cum laude*,
 with honors in English
 Patricia Joan Keller, *cum laude*
 Paul Charles Kemeny, *cum laude*
 Peter John Kemeny, *magna cum laude*
 Mary Charlotte Kerbaugh, *cum laude*
 David Gene King, *cum laude*
 Jane McLean King
 Sara Nelson King, *cum laude*
 Mark Ottis Kinlaw
 Jonathan Dale Kirkendall, *cum laude*
 Brian David Knauth, *cum laude*
 Scott Halsey Kolb
 Vasif Karaca Kortun, *cum laude*
 Patricia Anne Koury, *cum laude*
 Susan Lyn Krahnert
 Susan Ann Krissinger, *magna cum laude*
 Mark Steven LaFave, *cum laude*
 John Mark Landreth
 Frank Lash III
 Kathleen Elaine Lassiter, *cum laude*
 Theodore Peterson Lauer
 Kathi Meribeth Laxton
 Laura Virginia Leak
 Derreka Smith Ledbetter
 Andrea Ledgerwood
 Nancy Chalmers Lee, *cum laude*
 Todd Anthony Leight, *cum laude*

- Janet Ellen Lethcoe
 Jefferson Hoover Lindquist
 John Durant Lineberger
 Robin Lynn Lockerman
 Mark Kenneth Long
 William Ellison Long III
 Alicia Kaye Lopes
 Andrew Guy Lyons
 David Bruno Mancuso
 Lisa Kaye Mann, *magna cum laude*
 David Bryan Manning, *magna cum laude*
 Alan Hammond Mark, *magna cum laude*
 Charles Rochelle Martin, *cum laude*,
with honors in psychology
 Randall David Martin
 Morris Craig Massey, *magna cum laude*
 Mary Susan Mast, *cum laude*
 Jeanne Kye Matthews, *magna cum laude*
 Barbara Anne Maxwell, *cum laude*
 Ashley Ervin McArthur, *cum laude*
 Laura White McCaskill, *cum laude*
 Kimberly McCracken, *cum laude*
 David Andrew McDonald
 Harold L. McDonald Jr., *cum laude*
 Nathan O'Berry McElwee Jr.
 Jeffrey McGill
 John Hoyt McLaughlin II
 Sherwood Brock McLendon, *cum laude*
 Sarahan McNeil
 Emily McNiff, *cum laude*
 Kurt Anthony McPherson
 Michael Scott McTammany
 Andrew James Megas
 Amy Lynn Meharg, *cum laude*,
with honors in Romance languages
 James W. Melton Jr., *magna cum laude*
 Eric J. Metzler
 Cheryl Katherine Miller, *cum laude*
 John Nathaniel Walker Miller
 Edward Dean Mills
 Donald Paul Millsaps II
 Robert H. Miltenberger III, *cum laude*
 Michael Wayne Moore
 Roger Byron Moore Jr.
 Christina Marie Moran,
magna cum laude,
with honors in psychology
- Lisa Kathleen Motts
 Beth Frances Murphy
 Gregory M. Murphy
 Timothy Peter Murphy
 Llew Ann Murray
 Tara Leigh Myler
 Peter Richard Nagel
 Charles Ellis Neal
 Andrew Scott Neish, *cum laude*
 Raymond Douglas Nelson
 James Stuart Nesbit
 William Everett Newell, *cum laude*
 Carolyn Burns Newsome, *cum laude*
 James Todd Newton
 William Philipp Nichols
 Leslie Martin Noble
 Tom Nordhoy
 Kathryn Elizabeth Norris
 Theodore William Nunez
 Julia Anne Oakman
 Spencer George Olsen, *cum laude*
 Julie Ann Ontko, *cum laude*
 Deirdre Brigid Parker, *cum laude*
 David Alan Paro
 Franklin Loten Paschal Jr.
 John Wylie Passacantando
 Janine Marie Paul
 Rubert Benjamin Pearce III, *cum laude*
 Walter Curtis Percy, *magna cum laude*
 Daniel Seymour Pearson
 Sophie Whitener Peden
 Julia Dickinson Perry, *cum laude*
 Carole Anne Peters, *magna cum laude*
 Laurie May Petty
 Melissa Daryl Phillips
 Lisa Ann Spagh Pilcher, *cum laude*
 Steven Miller Plaxco, *cum laude*
 Thomas Jenkins Plummer
 Gary Lynn Poling, *cum laude*
 Christine Anne Pontillo
 Mary Gravatt Porter, *cum laude*
 Stephen Prescott Potter, *cum laude*
 Lorri Blackwood Potts
 Jaye Paige Powell, *cum laude*
 Johnny De-Wayne Powers, *magna cum laude*
 Ann Clark Preuitt, *cum laude*

- John Mott Price
 Hollis Louise Prichard
 Lori Elizabeth Privette, *cum laude*
 David Brian Puzzo
 Thomas Radulovic, *cum laude*
 David Blair Ramsey, *cum laude*
 Zenia Raudsepp
 Keith Alan Raye, *cum laude*
 John Thomas Raymond II
 Ginny Hayes Raynor, *cum laude*
 Carole Denise Rector
 Mytrae Reddy
 Patricia Alice Reed
 Susan Carol Reese, *cum laude*
 Charles Donald Reeves
 James Patrick Reidy
 Tracy Anne Reitz
 William Edward Reynolds
 Jeralyn Charlette Rhue
 William Thomas Rice II, *cum laude*
 Amy Janel Rodriguez
 Allen Click Rogers
 Elizabeth Ann Rogers
 Robert Travis Rogerson
 Lisa Anne Rote, *cum laude*
 M. Robert Rowell Jr.
 Clay Cole Rucker
 Kathy Jane Rust, *magna cum laude*
 Harrison Rogers Rutter
 Amy Lynn Sanborn, *cum laude*,
 with honors in sociology
 Karen McQueen Sandberg, *cum laude*
 Lisa Jean Sanford
 Frank Henry Schneider III
 Pamela Ann Schroeder, *cum laude*
 Susan Meares Schulken, *summa cum*
 laude
 Gail Karen Schultz
 Carol Lynn Schulz, *cum laude*,
 with honors in biology
 Susan Elizabeth Schwenk
 Melissa Joyce Seagle
 Lucy Katherine Shaner
 Jeffrey Stephan Shannon, *cum laude*
 Susan Mary Sharpe
 Perry Elizabeth Shelly
 Irvin Scott Shendow
 Geoffrey Watson Shorter
 Robert John Shuttlesworth, *cum laude*
 David Arthur Siegel, *cum laude*
 William Reginald Sigmon Jr.,
 magna cum laude,
 with honors in biology
 Patrick Merrill Slenski
 Katherine Bailey Smith
 Lisa Christian Smith
 Mariel Melissa Smith, *cum laude*
 Mickey Lee Smith
 Terri Lynn Smith, *cum laude*
 Thelma Alison Smith, *cum laude*
 Sheila Annette Spainhour
 Keith Peter Spoto, *cum laude*
 Richard Causey Stanland III
 Katherine Louise Stealey
 Gerald Kenneth Stephens Jr.
 John Wesley Stewart III
 Martha Anne Stewart
 Loyd Wade Stokes Jr.
 Melanie Shea Stone
 Emily Williams Streett, *cum laude*
 Neal Edward Stump
 John Dale Swider
 Leslie Anne Talbert, *cum laude*
 Vivian Anne Tedford, *cum laude*
 Mercedes Maria Teixido, *cum laude*
 Elizabeth Gordon Terry, *magna cum laude*
 Tracy Jeanette Thompson, *cum laude*
 Otho T. Townsend III
 Lee Jordan Vernon
 Charles Carter Via, *cum laude*
 Richard S. Wagner III
 Elizabeth Davidson Waite
 Andrew Hollis Wakefield,
 summa cum laude,
 with honors in philosophy
 Bradley Knox Walker
 Michael Edwin Walker, *cum laude*
 Geoffrey Hanes Wall, *cum laude*
 George Hampton Wall Jr.
 Horace Edward Walpole Jr.
 Sally Evelyn Ware
 Charlene Washburn, *cum laude*

Valerie Catherine Watson
 Jennifer Fair Weatherspoon
 Laurie Frances Weinell
 Chloe Jean Wellons
 Kathryn Marie Welsh
 Craig William Weltge, *cum laude*
 Joel Adams Weston III
 Lawrence Boyd Whitaker
 Wade Edward White, *cum laude*
 James Frank Whitehead
 Margaret Emma Whiteside, *magna cum laude*
 Jeffrey Alan Whitt, *magna cum laude, with honors in history*

Alexandra Louisa Wilcox
 Alison Jean Wiley
 Deana Rae Williams
 Gary Alvin Williams
 Sean D. Williams, *cum laude*
 Peggy Dee Williford
 Linda Jean Wilson, *cum laude*
 Krista Kaye Windham
 Linda Denise Windley
 Thomas Daniel Womble
 Franklin Harris Wood III
 Mara Jacquelyn Wortman
 Kathryn Ann Wright
 Phyllis Franklin Wright, *cum laude*

Bachelor of Science

Celia Catherine Alford
 Rel David Ambrozy
 Melissa Ann Atkinson, *summa cum laude*
 Charles Wilson Averre IV
 Helen Rhymer Barkhouser, *cum laude*
 Albert Hartwell Best IV
 Hubert Scott Black, *cum laude*
 Lynn J. Bryan
 Nell Garrell Bullard
 Lou Ann Compere, *cum laude*
 Deborah Jean Cothran
 Elizabeth Lynn Denning
 Mark Kenneth Dirks
 Diana Christine Doster, *cum laude*
 Keith Alan Engelke, *cum laude*
 Scott Garrison Ferner
 Taizo Fujiki
 James Theodore Gentry, *summa cum laude, with honors in economics and mathematics*
 David Phillip Gibbon
 Elizabeth Dale Gilley
 Catherine Louise Guerster
 Todd Leroy Herman, *summa cum laude*
 Debra Carol Holmes
 Deborah Ann Hough, *cum laude*

Anthony Lanberth Hudnell
 Mary Adele Huizenga
 Susan Penelope Humphrey, *cum laude*
 Elizabeth Louise Huntley, *magna cum laude*
 Martha Lee King, *magna cum laude*
 John Williams Knapp Jr., *cum laude*
 Lynn Miller Kohler
 Scott MacLaren Lawrence, *cum laude*
 Mark S. Lee
 Susan Jean Lockland
 Ina DeAnn Macon, *magna cum laude*
 Cheryl Lynn Malehorn, *cum laude*
 Charles David Mast
 Samuel Edwin McBride Jr., *cum laude*
 Michael John McMahon
 Michelle Marie Milne, *cum laude*
 Jeffrey Cornell Moser, *magna cum laude*
 Gwenn Louise Naylor, *cum laude*
 Marlene Kay Poff, *summa cum laude*
 William McLaren Pritchard
 Alan Jordan Reid
 Russell Babers Rhodes Jr.
 John Cabell Richardson
 Randal Jay Riddle, *cum laude*
 Mitchell Edward Skroski
 Peter Albert Spung, *cum laude*

Robyn Lee Stacy, *cum laude*
 Timothy Frederick Summers
 Donna Lynne Tennant, *cum laude*
 David Reid Thompson

Edward Milton Thompson Jr.
 Barbara Jane Williams, *magna cum laude*
 John Howard Wood, *cum laude*
 Peter Michael Young

Bachelor of Science School of Business and Accountancy

Donald Eugene Abernathy
 Bret Dennis Allen
 Kathryn Davenport Amatruda,
 cum laude
 Guy Joseph Andrysick, *cum laude*
 Jeffrey Alan Arditti
 Frank Leroy Bailey
 Warren Walter Bates
 John Matthew Bond
 Mary Jane Bower
 Gregory Scott Bowman, *cum laude*
 Daniel Marcus Boyd
 John Craig Bradfield
 Scott Emerson Bradway
 Glenn Royal Bridgers
 Richard John Brock
 Linda Lea Brueggeman
 Mahlon Michael Burket
 Patricia Ann Campbell
 James Malcolm Clarke Jr.
 Diane Carol Clayton
 Bradd Beeson Craver
 Beverly Jane Daugherty
 Christopher Richard Dederer
 William Kent Dickinson
 Dawn Marie Dobbings, *magna cum laude*
 Douglas J. Donatelli
 John Joseph Donnelly
 Cheryl Lynne Downs
 Mark Livingston Drew
 Jill Elizabeth Driver
 Renee M. Duval
 Donald Claus Ehlers Jr.
 John Cullom Eller
 Thomas Harold Fowler
 Sateria Hairston Fulton
 Ghio Suiter Gavin

Susan Annette Geer
 Christopher Lawrence Glacken,
 cum laude
 Eric Neal Greene
 Pamela Jane Hackler
 Robert Charles Haggerty
 Linda Elizabeth Hales
 Andrew Tyler Hamrick
 David Anthony Hanby
 Gary Hugh Hayes, *cum laude*
 Holly Jean Henderson, *cum laude*
 Beth Aleece Herion
 Sarah Elizabeth Heuerman
 Brian James Hickey
 David Walter Hitchcock, *cum laude*
 Mary Elizabeth Hunt
 Scott David Juvelier
 Gregory Keoleian
 Mark Charles King
 Rebecca Paget Lange
 Terry Matthew Lease
 Amy Camille Leonard
 Lindsey L. Locklear
 Kerrie Gray Long
 Tamara Sue Martin, *magna cum laude*
 Edward Reid Matthews
 Susan Carol Maxwell
 Sharon Mazeau, *cum laude*
 Mary Lucille Moore, *summa cum laude*
 Theresa Ann Mosso
 Sean Timothy O'Donnell
 Michelle Renee Peters
 Gary Wayne Phillips
 Dawn Maureen Powers, *cum laude*
 Helen Rebecca Smith Presnell
 Tara Lynn Raines
 Mary Virginia Roach, *cum laude*

Donna Gwen Robinson
David Malcolm Sanders
Robin Frances Scherer, *cum laude*,
with honors in psychology
Charles L. Schorgl Jr.
Andrew Benson Seay, *cum laude*
Lark Alane Shea, *cum laude*
Charles Dale Slate
Gerald Francis Smith Jr.
Lauran Gayle Smith, *magna cum laude*
Lisa Robertson Smith, *cum laude*
Richard Craig Stabler
Karin Leslie Stephenson
David F. Stevens
Richard Samuel Stroup

Susan Davis Swanson, *cum laude*
Carroll David Swenson
Tracie Deene Talley
Robert Taylor Thornton III
Steven Robert Tucker
Suzanne Lynn Underberg
Linda Christine Wagner
Zana Evelyn Wall
Charles Anderson Warner III
Melanie Elise White, *cum laude*
Herbert Wayne Whitesell
Judith Ann Wiley, *cum laude*
Nancy Paul Williams, *magna cum laude*
Stephen David Yarborough



August 6, 1983

Bachelor of Arts

Michael Clay Ackard	James Weller Keever
Frederick Stanley Black Jr.	Sarah Lynn Lancaster, <i>cum laude</i>
Timothy Blanc, <i>cum laude</i>	Ellen Lisa Marx
William Alfred Bower	Thomas Hartman McDowell III
Patrick Eugene Cain	Steven Hunt McKenzie
David Roy Cantrell, <i>magna cum laude</i>	Sheri Elizabeth Michalec
Jack Franklin Coffey Jr.	Michael Guy Mullen
Gregory Alan Eller	Bradley Nix
Stephen Kenneth Enns	Shelley Anne Seifarth
Joseph Fernandez	Nelson John Squires III
Vincent Matthew Graessle	Kirsten Marianne Steintrager
John W. Graham	Sharon Jean Taylor
Jose Miguel Grave de Peralata Jr., <i>cum laude</i>	Jacqueline Jeanette Thompson
Farah Diba Bembury Hill	Leslie Anne van Houten, <i>summa cum laude</i>
Michael Royce Hough	Sidney A. White
Evia LaVerne Jordan	

August 6, 1983

Bachelor of Science

Jasper Lee Holland III	Barbara Kim White
Keith John Nachilly	

School of Business and Accountancy

Glenda Karen Cable	Robert Perry Nethery
Robert John Dixon	Lynne Jones Parsons
Michael James Foley	Philip Ballard Raiford Jr.
William Hinson Gallagher II	J. Carson Sublett Jr.
Keith Weber Martinet	

December 20, 1983

Bachelor of Arts

Cynthia Kay Austin	Jane Garrison Bailey, <i>summa cum laude</i>
Martha Elizabeth Bagwell, <i>summa cum laude</i> , <i>with honors in sociology</i>	John Miles Bates
	Robert Glenn Bilbro
	Jana Avis Brown

Fred C. Bryan	Anthony Michael Luper
Jeffrey Allen Cleveland, <i>cum laude</i>	Paula Suzanne Mabe
Michael John Coleman,	John Thomas Mills Jr.
<i>summa cum laude</i>	Tina Julianna Morgan
Christopher Douglas Andrew Dirr	Margaret Hines Newbern
Michael Joseph Edens, <i>magna cum laude</i>	Pamela Morris Patrick, <i>summa cum laude</i>
Deborah Lou Eller	Kathryn Anne Ashburn Pike
Virginia Harris Galluzi	David Covington Sears
Susan Joan George, <i>cum laude</i>	Kenton Rickard Lawrence Simon
William Frederick Gordon	Allyson Paige Stanley
Warren John Grundman	Elizabeth Anne Stephens
Mark Crosbie Hamblin	Louise Frances Stephens
Steven Reed Hammond	Norman E. Stump
Robert Dean Harris	Jane Cary Tiller, <i>cum laude</i>
Steven Allan Hoskinson, <i>cum laude</i>	Jeffrey Peter-Matthew Warner, <i>cum laude</i>
James Preston Hutcherson,	William Bradley White
<i>magna cum laude</i>	Tina J. Williams
Edgar Owen Kinnier III	

December 20, 1983

Bachelor of Science

Bernard Francis Figlock	Gary Broderick Scholfield
Charles Alden Goodie	Penny Darlene Towe
Susan Michelle Gough	Sherry Diane Wright, <i>cum laude</i>
Terresa Faye Parton	

School of Business and Accountancy

Philip Alan Denfeld, <i>cum laude</i>	Donnie Allen Smith, <i>cum laude</i>
David Lyman Guidry	Rosalie Madeleine Thomas
Jonathan Edward Head	Naoki Toyoda
Joseph Kenneth Hughes Jr., <i>cum laude</i>	Jill Elizabeth Weaver, <i>cum laude</i>
Gary A. Miller	

Honor Societies

Mortar Board

Members of the Class of 1983

Cynthia Kay Allen

Omicron Delta Kappa

Members of the Class of 1983

Judd Allen Austin Jr.
Charles Mark Holt

ODK & Mortar Board

Members of the Class of 1983

Susan Elizabeth Bray
James Harrell Chesson
Pablo Agustin Diodati
James Theodore Gentry
Holly Jean Henderson
Miriam Virginia Hughes
Michael David Jones

Jeanne Kye Matthews
Amy Lynn Meharg
Mary Lucille Moore
Dawn Maureen Powers
Andrew Benson Seay
Melanie Elise White
Jeffrey Alan Whitt

Phi Beta Kappa

Members of the Class of 1983

Melissa Ann Atkinson
Marla Elaine Ayers
Craig Price Baker
Jane Anne Bess
Billy Lee Buff Jr.
James Harrell Chesson
David Scott Cobb
Denise Regina Coogler
William Taylor Davis
Dawn Marie Dobbings
Mark Howard Eckert
Lucy Clare Edelmann
Eric Robert Edgerton
Isabel Maria Fernandez

Jill Carol Fink
Michael Joseph Gallo
James Hugh Gardner
James Theodore Gentry
Marvin Douglas Godley
Allen Willard Hamrick
Teresa Ann Heavner
Shaun Patrick Hines
Miriam Virginia Hughes
Elizabeth Louise Huntley
Mary Elizabeth Jones
Neal Ray Jones
Peter John Kemeny
Marie Elizabeth King

Martha Lee King
Amanda Joy Loggins
Lori Ann London
Ina DeAnn Macon
Lisa Kaye Mann
David Bryan Manning
Alan Hammond Mark
Tamara Sue Martin
Morris Craig Massey
Jeanne Kye Matthews
James Willard Melton Jr.
Mary Lucille Moore
Christina Marie Moran
Jeffrey Cornell Moser
Pamela Morris Patrick
Walter Curtis Percy

Carole Anne Peters
Marlene Kay Poff
Johnny De-Wayne Powers
Dino Antonio Ross
Kathy Jane Rust
Susan Meares Schulken
William Reginald Sigmon Jr
Lauran Gayle Smith
Elizabeth Gordon Terry
Leslie Ann van Houten
Andrew Hollis Wakefield
Jeffrey Alan Whitt
Barbara Jane Williams
Nancy Paul Williams
Janet Elaine Woodruff



Enrollment

Fall 1983

The College	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors	468	304	772
Juniors	453	274	727
Sophomores	490	293	783
Freshmen	503	333	836
Unclassified	11	18	29
Total	1,925	1,222	3,147
The Graduate School			
<i>(Reynolda Campus)</i>			
Master's Program	81	138	219
Doctoral Program	1	3	13
Unclassified	12	11	23
Total	103	152	255
The Graduate School			
<i>(Hawthorne Campus)</i>			
Master's Program	7	10	17
Doctoral Program	39	34	73
Unclassified	3	1	4
Total	49	45	94
The School of Law	331	168	499
The Babcock Graduate School of Management			
Master's Program	134	47	181
Executive Program	86	15	101
Total	220	62	282
The Bowman Gray School of Medicine			
Allied Health Programs	305	123	428
	47	66	113
Total	2,980	1,838	4,818

Geographic Distribution — Undergraduates

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Alabama	5	2	7
Alaska	1	0	1
Arizona	1	0	1
Arkansas	0	2	2
California	16	2	18
Colorado	1	1	2
Connecticut	44	10	54
Delaware	22	7	29
District of Columbia	3	4	7
Florida	138	85	223
Georgia	81	53	134
Hawaii	1	0	1
Idaho	1	0	1
Illinois	25	9	34
Indiana	5	4	9
Iowa	2	1	3
Kansas	2	1	3
Kentucky	16	18	34
Louisiana	1	1	2
Maine	0	2	2
Maryland	107	58	165
Massachusetts	28	5	33
Michigan	13	1	14
Minnesota	5	0	5
Mississippi	1	0	1
Missouri	6	6	12
Montana	0	0	0
Nebraska	1	0	1
Nevada	0	0	0
New Hampshire	3	1	4
New Jersey	122	35	157
New Mexico	0	0	0
New York	106	23	129
North Carolina	749	624	1,373
North Dakota	0	0	0
Ohio	47	17	64
Oklahoma	1	2	3
Oregon	1	0	1
Pennsylvania	82	34	116
Rhode Island	4	1	5
South Carolina	43	36	79
South Dakota	0	0	0
Tennessee	31	26	57

Texas	5	10	15
United States Territories	1	1	2
Utah	0	0	0
Vermont	0	0	0
Virginia	149	104	253
Washington	0	0	0
West Virginia	29	23	52
Wisconsin	7	3	10
Wyoming	0	0	0

Other Countries

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Belgium	1	1	2
Brazil	0	1	1
Canada	1	0	1
People's Republic of China	1	0	1
Colombia	0	2	2
Denmark	1	0	1
Dominican Republic	1	1	2
Greece	0	1	1
India	1	0	1
Italy	1	0	1
Japan	1	0	1
Kenya	0	1	1
Mexico	1	0	1
Netherlands	1	0	1
Peru	1	0	1
Phillipines	1	0	1
Saudi Arabia	1	0	1
Sweden	1	0	1
Switzerland	0	2	2
United Kingdom	3	1	4
Venezuela	1	0	1

The Board of Trustees

Terms Expiring December 31, 1984

Rebecca Almon, Winston-Salem	Katharine B. Mountcastle, New Canaan, Connecticut
Albert L. Butler Jr., Winston-Salem	W. Boyd Owen, Waynesville
Albert L. Davis Jr., Winston-Salem	Leon L. Rice Jr., Winston-Salem
Stro Kulynych, Wilkesboro	T. Eugene Worrell, Charlottesville, Virginia
James W. Mason, Laurinburg	

Terms Expiring December 31, 1985

Robert L. Bennett, Winston-Salem	Jean H. Gaskin, Charlotte
Robert P. Caldwell Sr., Gastonia	Weston P. Hatfield, Winston-Salem
Stuart Dickson, Charlotte	Alton H. McEachern, Greensboro
Royd Fletcher, Durham	J. Robert Philpott, Lexington
J. Smith Young, Lexington	

Terms Expiring December 31, 1986

Willy L. Blackwell, Winston-Salem	L. Glenn Orr Jr., Winston-Salem
Henry Crouch, Charlotte	Arnold Palmer, Youngstown, Pennsylvania
Donald Deal, Hickory	Charles L. Snipes, Goldsboro
Gloria Flippin Graham, Wilson	Colin Stokes, Winston-Salem
James Johnson, Rowland	

Terms Expiring December 31, 1987

Joseph Branch, Raleigh	Constance F. Gray, Winston-Salem
Luise Broyhill, Washington, DC	William W. Leathers III, Rockingham
Wayne Calloway, Purchase, New York	W. Harold Mitchell, Valdese
Frank R. Campbell, Statesville	D. E. Ward Jr., Lumberton
	Richard A. Williams, Newton

Officers

(For one-year terms beginning January 1, 1984)

Weston P. Hatfield, Winston-Salem, Chairman
Robert Philpott, Lexington, Vice-Chairman
Don H. Corbett Jr., Winston-Salem, University Counsel and Secretary of the University and Secretary to the Board of Trustees
Don G. Williard, Winston-Salem, Treasurer and Assistant Secretary
Donoble Carlyle Sandridge & Rice, Winston-Salem, General Counsel

The Board of Visitors

Arnold Palmer, Youngstown, Pennsylvania
Chairman, University Board of Visitors

J. Tylee Wilson, Winston-Salem
Chairman, College Board of Visitors

Wake Forest College and Graduate School

Terms Expiring December 31, 1984

David Bryant, South Charleston, West Virginia	Nancy C. Kester, New York, New York
Aurelia Gray Eller, Winston-Salem	Connie Williams King, Nashville, Tennessee
Anne Cannon Forsyth, Winston-Salem	John F. McNair III, Winston-Salem
Frank Forsyth, Winston-Salem	Wayne Oates, Louisville, Kentucky
Stanley Frank, Greensboro	Lorraine F. Rudolph, Winston-Salem
Edward Gould, Atlanta, Georgia	Frank Willingham, Houston, Texas
Jack Hatcher, Hanover, New Hampshire	

Terms Expiring December 31, 1985

Herbert Brenner, Winston-Salem	K. Wayne Smith, Chicago, Illinois
F. Hudnall Christopher Jr., Winston-Salem	Leland T. Waggoner, New York New York
E. Garland Herndon, Atlanta, Georgia	Meade Willis, Winston-Salem
Thomas W. Lambeth, Winston-Salem	J. Tylee Wilson, Winston-Salem
Robert Maloy, Washington, DC	Judy Woodruff, Washington, DC

Terms Expiring December 31, 1986

Diana Moon Adams, Bartlesville, Oklahoma	Harold T. P. Hayes, New York, New York
Kenneth G. Adams, Bartlesville Oklahoma	Albert R. Hunt Jr., Washington, DC
Samuel H. Adler, Rochester, New York	Joseph S. Iseman, New York, New York
Ralph Ellison, New York, New York	Martin Mayer, New York, New York
Paul P. Griffin, Boston, Massachusetts	Eugene Owens, Charlotte

Terms Expiring December 31, 1987

Charles Blitzer, Research Triangle Park	Charles U. Harris, Delaplane, Virginia
Jeanette W. Carl, Raleigh	Lawrence D. Hopkins, Winston-Salem
John Chandler, Williamstown, Massachusetts	Hubert Humphrey, Greensboro
Barbara Massey Clark, Brentwood, Tennessee	Roberto J. Hunter, Scarsdale, New York
Edward E. Crutchfield Jr., Charlotte	Jean F. Lybrook, Clemmons
Merrimon Cuningim, Winston-Salem	James Alfred Martin, Roxboro
	Russell W. Meyer Jr., Wichita, Kansas

Arthur E. Earley, Cleveland, Ohio John R. Reardon, Santa Fe,
Bill Greene Jr., Elizabethton, Tennessee New Mexico
Zachary T. Smith, Winston-Salem

Ex Officio Members

William H. Flowe Sr., President, Alumni Council, Burlington
Katharine B. Mountcastle, Trustee Liaison, New Canaan, Connecticut
Constance F. Gray, Alternate Trustee Liaison, Winston-Salem



The Administration

Date following name indicates year of appointment

University

- | | |
|---|---|
| Thomas K. Hearn Jr. (1983) | <i>President</i> |
| BA, Birmingham-Southern; BD, Southern Baptist Seminary;
PhD, Vanderbilt; LHD, Alabama-Birmingham | |
| Edwin Graves Wilson (1946, 1951) | <i>Provost</i> |
| BA, Wake Forest; AM, PhD, Harvard | |
| Richard Janeway (1966) | <i>Vice President for Health Affairs and
Dean of the Bowman Gray School of Medicine</i> |
| BA, Colgate;
MD, Pennsylvania | |
| John G. Williard (1958) | <i>Vice President and Treasurer</i> |
| BS, North Carolina (Chapel Hill); CPA, North Carolina | |
| John P. Anderson (1984) | <i>Vice President for Administration and
Planning</i> |
| BS, MS, PhD, Georgia Institute of Technology;
MBA, Alabama-Birmingham | |
| G. William Joyner Jr. (1969) | <i>Vice President for University Relations</i> |
| BA, Wake Forest | |
| Russell H. Brantley Jr. (1953) | <i>Assistant to the President and
Director of Communications</i> |
| BA, Wake Forest | |
| Leon Corbett (1968) | <i>University Counselor
and Secretary
of the University</i> |
| BA, JD, Wake Forest | |

College

- | | |
|---|----------------------------|
| Thomas E. Mullen (1957) | <i>Dean of the College</i> |
| BA, Rollins; MA, PhD, Emory | |
| Toby A. Hale (1970) | <i>Associate Dean</i> |
| BA, Wake Forest; MDiv, Duke; EdD, Indiana | |
| Patricia Adams Johansson (1969) | <i>Assistant Dean</i> |
| BA, Winston-Salem State; MA, Wake Forest | |
| William S. Hamilton (1983) | <i>Assistant Dean</i> |
| BA, MA, PhD, Yale | |

Graduate School

- | | |
|---|---|
| Gerald W. Esch (1965) | <i>Dean of the Graduate School</i> |
| BS, Colorado College; MS, PhD, Oklahoma | |
| Harold O. Goodman (1958) | <i>Associate Dean for
Biomedical Graduate Studies</i> |
| BA, MA, PhD, Minnesota | |

School of Law

- John D. Scarlett (1955, 1979)
BA, Catawba; JD, Harvard
Dean of the School of Law
- Robert F. Clodfelter (1981)
LLB, Duke
Associate Dean for Academic Affairs
- Charles H. Taylor (1976)
BS, JD, Wake Forest
Director of Continuing Legal Education
- Jan K. Hooks (1970)
*Director of Admissions and
Assistant to the Dean*

Babcock Graduate School of Management

- Robert W. Shively (1982)
BA, Colgate; MEd, Harvard; PhD, Cornell
*Dean of Babcock Graduate School
of Management*
- James M. Clapper (1975)
BS, MS, Rensselaer;
PhD, Massachusetts Institute of Technology
Associate Dean
- Dean B. Hopson (1970)
BA, Murray State; MS in LS, George Peabody;
MBA, Wake Forest
Assistant Dean
- Ruce R. Holliday (1981)
BA, Davidson; MBA, Wake Forest
Director of Admissions
- Bernard L. Beatty (1983)
BS, Ohio State; MBA, DBA, Harvard
Director of MBA Executive Program
- Olvar Elbing (1983)
BA, Minnesota;
BS, California (Berkeley); MS, California State
(Sacramento); PhD, Washington (Seattle)
*Director of the Institute for
Executive Education*
- W. Willisia Holbrook (1982)
BA, Mercer; MEd, EdD, Georgia
*Director of Career Planning
and Placement*

Bowman Gray School of Medicine

- Richard Janeway (1966)
BA, Colgate; MD, Pennsylvania
*Vice President for Health Affairs
and Dean*
- Lat E. Smith (1976)
BA, Erskine; MD, Georgia
Associate Dean
- Kiffin Penry (1979)
BS, MD, Wake Forest
Associate Dean for Research Development
- Harold O. Goodman (1958)
BA, MA, PhD, Minnesota
*Associate Dean for
Biomedical Graduate Studies*
- Lyde T. Hardy Jr. (1941)
BA, Richmond
Associate Dean for Patient Services

- Warren H. Kennedy (1971) *Associate Dean for Administration and
Director, Division of Resource Management*
BBA, Houston
- John D. Tolmie (1970) *Associate Dean for Student Affairs*
BA, Hobart; MD, McGill
- Emery C. Miller Jr. (1955) *Associate Dean for Continuing Education*
BA, North Carolina (Chapel Hill); MD, Johns Hopkins
- John H. Felts (1978) *Associate Dean for Admissions*
BS, Wofford; MD, South Carolina
- Palmer A. Dalesandro (1982) *Associate Dean for Information Services*
AB, Villanova
- James C. Leist (1974) *Assistant Dean for Continuing Education*
BS, Southeastern Missouri State; MS, EdD, Indiana
- Lawrence D. Smith (1983) *Assistant Dean for Research Development*
BS, MS, Illinois

School of Business and Accountancy

- Thomas C. Taylor (1971) *Dean of the School of Business
and Accountancy*
BS, MA, North Carolina (Chapel Hill);
PhD, Louisiana State; CPA, North Carolina

Summer Session

- Percival Perry (1939, 1947) *Dean of the Summer Session*
BA, Wake Forest; MA, Rutgers, PhD, Duke

Student Services

- John P. Anderson (1984) *Vice President for Administration and
Planning*
BS, MS, PhD, Georgia Institute of Technology;
MBA, Alabama-Birmingham
- Lula M. Leake (1964) *Assistant Vice President for
Administration and Planning*
BA, Louisiana State;
MRE, Southern Baptist Seminary
- Mark H. Reece (1956) *Dean of Students*
BS, Wake Forest
- Terrence M. Curran (1984) *Assistant Dean of Students*
BA, MS, Rhode Island
- Shannon E. Browne (1984) *Assistant Dean of Students for
Residence Life*
BA, MEd, EdF, Virginia
- Edward R. Cunnings (1974) *Director of Housing*
BSM, MEd, St. Lawrence
- Michael Ford (1981) *Director of the College Union*
BA, Wake Forest; MDiv, Gordon-Conwell Theological Seminary
- Ross A. Griffith (1966) *Planning Analyst and Director
of Space Management*
BS, Wake Forest;
MEd, North Carolina (Greensboro)

ian M. Austin (1975) *Director of the University Counseling Center*
BA, Monmouth; MEd, PhD, Southern Illinois

arianne Schubert (1977) *Assistant Director of the University Counseling Center*
BA, Dayton; MA, PhD, Southern Illinois

ary Ann H. Taylor (1961, 1978) *Director of University Student Health Services*
BS, MD, Wake Forest

Campus Ministry

gar D. Christman (1956, 1961) *Chaplain*
BA, JD, Wake Forest; BD, Southeastern Baptist Seminary;
STM, Union Seminary

avid L. Fouché (1982) *Assistant Chaplain and Baptist Campus Minister*
BA, Furman;
MDiv, Southeastern Baptist Seminary

Records and Institutional Research

en M. Seelbinder (1959) *Director of Records and Institutional Research*
BA, Mississippi Delta State;
MA, PhD, North Carolina (Chapel Hill)

margaret R. Perry (1947) *Registrar*
BS, South Carolina

allie S. Arrington (1977) *Assistant Registrar*
BA, Wake Forest

. Lynn Crocker (1982) *Assistant Registrar*
BS, Wake Forest

Computer Center

arry R. Henson (1981) *Director of the Computer Center*
BA, Berea; MS, Missouri

Personnel

mes L. Ferrell (1975) *Director of Personnel*
BA, North Carolina (Chapel Hill); MS, Virginia Commonwealth

Admissions and Financial Aid

William G. Starling (1958) *Director of Admissions and Financial Aid*
BBA, Wake Forest

irley P. Hamrick (1957) *Associate Director of Admissions*
BA, North Carolina (Chapel Hill); MA in Ed, Wake Forest

. Douglas Bland (1975) *Assistant Director of Admissions and Financial Aid*
BA, MA in Ed, Wake Forest

omas D. Phillips (1982) *Assistant Director of Admissions and Scholarship Officer*
BA, MA, Wake Forest

artha Allman (1982) *Admissions and Financial Aid Counselor*
BA, Wake Forest

Ramona J. Leftwich (1981)
BA, Wake Forest

*Admissions and Financial Aid Counselor and
Assistant to the Director
of Minority Affairs*

Educational Planning and Placement

N. Rick Heatley (1970)
BA, Baylor; MA, PhD, Texas

*Director of Educational Planning
and Placement*

Communications and Publications

Russell H. Brantley Jr. (1953)
BA, Wake Forest

*Assistant to the President and
Director of Communications*

Jane Naylor Roberson (1961)
BA, Wake Forest

Assistant Director of Communications

Martha W. Lentz (1973)
BA, North Carolina (Chapel Hill); MBA, Wake Forest

University Publications Editor

Terry Hydell (1982)
BA, Oberlin

Assistant University Publications Editor

University Relations

G. William Joyner Jr. (1969)
BA, Wake Forest

Vice President for University Relations

Julius H. Corpening (1969)
BA, Wake Forest; BD, Southern Baptist Seminary

*Director of Development
and Estate Planning*

Robert T. Baker (1978)
BA, MS, George Peabody

*Director of Corporate Relations and
the Babcock Fund*

Sandra C. Connor (1981)
BA, North Carolina (Charlotte); MEd, Converse

Director of Foundation Relations

Lyne S. Gamble (1978)
BA, Millsaps

Development Officer

Karen Haynes Sistare (1981)
BA, Wake Forest

Development Officer

Robert D. Mills (1972)
BA, MBA, Wake Forest

Director of Alumni Activities

Molly Welles Lineberger (1983)
BA, Wake Forest

Director of the College Fund

Robert D. Thompson (1982)
BA, Wake Forest

Assistant Director of Alumni Activities

Minta Aycock McNally (1978)
BA, Wake Forest

*Assistant to the Vice President
for University Relations*

Henry B. Stokes (1977)
BA, Wake Forest; ThB, Southern Baptist Seminary

Director of Denominational Relations

Graylyn Conference Center

Albert P. Ginchereau Jr. (1983)
BS, Nevada (Las Vegas); MEd, Niagara

*Director of Graylyn,
Conference Center*

Financial Affairs

- John G. Williard (1958) *Vice President and Treasurer*
BS, North Carolina (Chapel Hill); CPA, North Carolina
- Carlos O. Holder (1969) *Controller and Assistant Treasurer*
BBA, MBA, Wake Forest
- Derald Hagen (1978) *Assistant Controller*
BS, Virginia Polytechnic

Libraries

- Merrill G. Berthrong (1964) *Director of Libraries*
BA, Tufts; MA, Fletcher; PhD, Pennsylvania
- Richard J. Murdoch (1966) *Assistant to the Director and Curator of Rare Books*
BA, Pennsylvania Military; MS in LS, Villanova
- Kenneth A. Zick II (1975) *Director of Law Library Services*
BA, Albion; JD, Wayne State; MLS, Michigan
- William L. Wilson (1960) *Librarian of the School of Law*
BA, Coker; BS in LS, George Peabody
- Jan B. Hopson (1970) *Librarian of the Babcock Graduate School of Management*
BS in Ed, Murray State;
MS in LS, George Peabody; MBA, Wake Forest
- Michael D. Sprinkle (1972) *Librarian of the Bowman Gray School of Medicine*
BA, MS in LS, North Carolina (Chapel Hill)

Athletics

- Eugene Hooks (1956) *Director of Athletics*
BS, Wake Forest; MEd, North Carolina (Chapel Hill); EdD, George Peabody
- Prothy Casey (1949) *Director of Women's Athletics*
BS, North Carolina (Greensboro); MA, North Carolina (Chapel Hill)

Other Administrative Offices

- Nicholas B. Bragg (1970) *Executive Director of Reynolda House*
BA, Wake Forest
- Cleve Callison (1982) *WFDD Station Manager*
BA, Duke; MA, PhD, Wisconsin (Madison)
- Audrey L. Carr (1983) *Director of the Educational Media Center*
BA, MA, Wake Forest
- Richard T. Clay (1956) *Director of University Stores*
BBA, Wake Forest
- Thomas M. Elmore (1962) *Director of Counselor Education*
BA, Wake Forest; MA, George Peabody; PhD, Ohio State
- Victor Faccinto (1978) *Director of the Art Gallery*
BA, MA, California
- William Gorelick (1984) *Director of Choirs*
BA, Yale; MM, Wisconsin-Madison

- Paul M. Gross Jr. (1959)
BS, Duke; PhD, Brown
Coordinator of the Honors Program
- David W. Hadley (1966)
BA, Wake Forest; AM, PhD, Harvard
Coordinator of London Programs
- David B. Levy (1976)
BM, MA, PhD, Eastman
Director of the Artists Series
- John H. Litcher (1973)
BS, Winona State; MA, PhD, Minnesota
Director of Teacher Education
- J. Rodney Meyer (1980)
BA, Brown;
MA, PhD, Minnesota
*Director of the Office for Grants and
Contracts and Activities Coordinator*
- Harold S. Moore (1953)
BME, Virginia
Director of the Physical Plant
- James Reid Morgan (1980)
BA, JD, Wake Forest
Director of Equal Opportunity
- Martin Province (1982)
BA, Wake Forest
*Assistant Director of Instrumental Ensembles,
and Director of Bands*
- Harold C. Tedford (1965)
BA, Ouchita; MA, Arkansas; PhD, Louisiana State
Director of Theatre
- George William Trautwein (1983)
BMus, Oberlin; MMus, Cleveland Institute of Music; MusD, Indiana
Director of Instrumental Ensembles
- David C. Williams (1982)
BA, MA, North Carolina (Chapel Hill)
Director of Debate
- Donald H. Wolfe (1968)
BS, MS, Southern Illinois; PhD, Cornell
Associate Director of Theatre



The Undergraduate Faculties

- Pauline Adams (1983) *Lecturer in English*
BA, Brooklyn College; MA, Columbia (Part-time, Fall 1983)
- Walter Adams (1983) *Reynolds Visiting Professor of Economics*
BA, Brooklyn College; MA, PhD, Yale (Fall 1983)
- Peter J. Adolf (1983) *Assistant Professor of Military Science*
BA, St. Bonaventure; MS, Southern California
- Jmit Akinc (1982) *Associate Professor of Business*
BS, Middle East Technical (Turkey);
MBA, Florida State; PhD, North Carolina (Chapel Hill)
- Charles M. Allen (1941) *Professor of Biology*
BS, MS, Wake Forest; PhD, Duke
- Nina Stromgren Allen (1984) *Associate Professor of Biology*
BS, Wisconsin; MS, PhD, Maryland (Spring 1984)
- Ralph D. Amen (1962) *Professor of Biology*
BA, MA, Northern Colorado; MBS, PhD, Colorado
- John L. Andronica (1969) *Associate Professor of Classical Languages*
BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins
- John William Angell (1955) *Professor of Religion*
BA, Wake Forest; STM, Andover Newton;
ThM, PhD, Southern Baptist Seminary
- Maya Angelou (1982) *Reynolds Professor of American Studies*
LittD, Smith, Lawrence, Columbia College (Chicago), Atlanta,
Wheaton; LHD, Mills, Wake Forest, Occidental, Arkansas,
Claremont, Kean
- Bianca Artom (1975) *Lecturer in Romance Languages*
- Brian M. Austin (1975) *Lecturer in Psychology*
BA, Monmouth; PhD, Southern Illinois
- I. Wallace Baird (1963) *Adjunct Professor of Chemistry*
BA, Berea; PhD, Wisconsin
- Susan E. Balinsky (1980) *Instructor in Physical Education*
BS, SUNY (Oneonta); MS, Indiana
- I. Pendleton Banks (1954) *Professor of Anthropology*
BA, Furman; AM, PhD, Harvard
- James P. Barefield (1963) *Associate Professor of History*
BA, MA, Rice; PhD, Johns Hopkins
- Richard C. Barnett (1961) *Professor of History*
BA, Wake Forest; MEd, PhD, North Carolina (Chapel Hill)
- John V. Baxley (1968) *Professor of Mathematics*
BS, MS, Georgia Tech; PhD, Wisconsin
- I. Kenneth Bechtel (1981) *Visiting Assistant Professor of Sociology*
BA, MA, North Dakota

- Robert C. Beck (1959) *Professor of Psychology*
BA, PhD, Illinois
- Donald B. Bergey (1978) *Instructor in Physical Education*
BS, MA, Wake Forest (Part-time)
- Merrill G. Berthrong (1964) *Associate Professor of History*
BA, Tufts; MA, Fletcher; PhD, Pennsylvania
- Deborah L. Best (1972, 1978) *Associate Professor of Psychology*
BA, MA, Wake Forest; PhD, North Carolina (Chapel Hill)
- David Bindman (1977) *Lecturer in Art History (London)*
BA, MA, Oxford; PhD, Courtauld (Part-time)
- J. Rody Borg (1983) *Visiting Instructor of Economics*
BA, Huntingdon
- Susan Harden Borwick (1982) *Associate Professor of Music*
BM, BME, Baylor; PhD, North Carolina (Chapel Hill)
- Germaine Bre   (1973) *Kenan Professor of Humanities*
Licence, EES, Agregation, Paris; (On leave, Fall 1983)
LittD, Smith, Mount Holyoke, Alleghany, Duke, Oberlin,
Dickinson, Rutgers, Wake Forest, Brown, Wisconsin (Milwaukee),
New York, Massachusetts, Kalamazoo, Washington (St. Louis),
University of the South, Boston College, Wisconsin (Madison);
LHD, Wilson, Colby, Michigan, Davis and Elkins
LLD, Middlebury
- Robert W. Brehme (1959) *Professor of Physics*
BS, Roanoke; MS, PhD, North Carolina
- Max E. Brewer (1982) *Assistant Professor of Military Science*
BA, Carson Newman; MS, Tennessee (Knoxville)
- Carole L. Browne (1980) *Assistant Professor of Biology*
BS, Hartford; PhD, Syracuse
- Robert A. Browne (1980) *Assistant Professor of Biology*
BS, MS, Dayton; PhD, Syracuse
- David B. Broyles (1966) *Associate Professor of Politics*
BA, Chicago; BA, Florida; (On leave, 1983-84)
MA, PhD, California (Los Angeles)
- George McLeod Bryan (1956) *Professor of Religion*
BA, MA, Wake Forest; BD, PhD, Yale (On leave, Spring 1984)
- Shasta M. Bryant (1966) *Professor of Romance Languages*
BA, MA, PhD, North Carolina (Chapel Hill)
- Jerry M. Burger (1980) *Assistant Professor of Psychology*
BS, MS, California State (Fresno); PhD, Missouri (Columbia)
- Julian C. Burroughs Jr. (1958) *Professor of Speech Communication*
BA, Wake Forest; MA, PhD, Michigan
- Richard D. Carmichael (1971) *Professor of Mathematics*
BS, Wake Forest; MA, PhD, Duke

- ndide Carrasco (1981)
 L es L, M es L, Montpellier (France)
*Visiting Assistant Professor
 of Romance Languages*
- allace Carroll (1974)
 BLitt, Marquette; LLD, Duke;
 LittD, Wake Forest, Marquette
*Sam J. Ervin University Lecturer
 (Part-time)*
- in A. Carter Jr. (1961)
 BA, Virginia; MA, PhD, Princeton
Professor of English
- ewart Carter (1982)
 BME, Kansas; MS, Illinois; PhD, Stanford
Assistant Professor of Music
- rothy Casey (1949)
 BS, North Carolina (Greensboro);
 MA, North Carolina (Chapel Hill)
Assistant Professor of Physical Education
- vid W. Catron (1963)
 BA, Furman; PhD, George Peabody
Associate Professor of Psychology
- nthia L. Caywood (1981)
 BA, Kansas; MA, PhD, Exeter (England)
Visiting Assistant Professor of English
- nathan Hugo Christman (1983)
 AB, Franklin and Marshall
*Lecturer in Speech Communication
 and Theatre Arts
 (Part-time)*
- ark A. Cichock (1982)
 BS, Wisconsin (Steven's Point); MA, South Carolina
*Instructor in Politics
 (Part-time)*
- axine L. Clark (1980)
 BA, Cincinnati; AM, PhD, Illinois
Assistant Professor of Psychology
- an E. Collins (1970)
 BS, MS, Tennessee; BD, Southeastern Baptist Seminary;
 PhD, Princeton
Associate Professor of Religion
- ury A. Cook (1975)
 BFA, Michigan State; MFA, Northern Illinois
*Assistant Professor of Art
 (On leave, Fall 1983)*
- on P. Cook Jr. (1957)
 BS, Virginia Polytechnic; MS, Tennessee; CPA, Arkansas
Associate Professor of Accountancy
- nancy J. Cotton (1977)
 BA, Texas; MA, Wisconsin; PhD, Columbia
Associate Professor of English
- clone Covey (1968)
 BA, PhD, Stanford
Professor of History
- chard H. Crocker (1983)
 BA, Hawaii; MA, Southern California
Assistant Professor of Military Science
- tricia M. Cunningham (1978)
 BA, Rhode Island; MS, Florida State;
 EdS, Indiana State; PhD, Georgia
Associate Professor of Education
- yeste A. Daser (1978)
 BA, Middle East Tech (Ankara); MS, Ege (Izmir);
 PhD, North Carolina (Chapel Hill)
Associate Professor of Business
- uw M. L. Davis (1983)
 BSc, University College (Cardiff); PhD, University of East Anglia
Assistant Professor of Chemistry

- Arun P. Dewasthali (1975) *Associate Professor of Business*
BS, Bombay; MS, PhD, Delaware
- John F. Dimmick (1961) *Associate Professor of Biology*
BS, MS, Western Illinois; PhD, Illinois
- Ronald V. Dimock Jr. (1970) *Professor of Biology*
BA, New Hampshire; MS, Florida State;
PhD, California (Santa Barbara) (On leave, Fall 1983)
- James H. Dodding (1979) *Visiting Lecturer in Theatre*
(Spring 1984)
- Jerome R. Dollard (1980) *Adjunct Professor of Religion*
BA, St. Benedict's; STB, Belmont Abbey;
MA, PhD, Catholic (Part-time)
- Nancy Dominick (1983) *Visiting Lecturer in Education*
BA, North Carolina (Greensboro);
MS, Radford; PhD, North Carolina (Chapel Hill) (Part-time, Fall 1983)
- Thomas E. Dougherty Jr. (1977) *Visiting Lecturer in Religion*
BA, Wake Forest; MDiv, PhD, Southern Baptist Seminary (Part-time)
- Robert H. Dufort (1961) *Professor of Psychology*
BA, PhD, Duke
- John S. Dunkelberg (1983) *Assistant Professor of Business*
BS, Clemson; MBA, PhD, South Carolina
- John R. Earle (1963) *Professor of Sociology*
BA, Wake Forest; MA, PhD, North Carolina (Chapel Hill)
- C. Drew Edwards (1980) *Visiting Assistant Professor of Psychology*
BA, Furman; MA, Wake Forest; PhD, Florida State (Part-time)
- Tony H. Elavia (1982) *Assistant Professor of Economics*
BA, MA, Baroda; PhD, Houston
- Carol Elbing (1982) *Associate Professor of Business*
BA, Minnesota; MA, State University of California (Sacramento);
PhD, Washington (Seattle)
- Leo Ellison Jr. (1957) *Assistant Professor of Physical Education*
BS, MS, Northwestern State
- Thomas M. Elmore (1962) *Professor of Counseling Psychology*
BA, Wake Forest; MA, George Peabody; PhD, Ohio State
- Gerald W. Esch (1965) *Professor of Biology*
BS, Colorado College; MS, PhD, Oklahoma
- Andrew V. Ettin (1977) *Associate Professor of English*
BA, Rutgers; MA, PhD, Washington (St. Louis)
- Herman E. Eure (1974) *Associate Professor of Biology*
BS, Maryland State; PhD, Wake Forest
- David K. Evans (1966) *Associate Professor of Anthropology*
BS, Tulane; PhD, California (Berkeley)

- Robert H. Evans (1983) *Assistant Professor of Education*
BA, Ohio Wesleyan; MS, New Hampshire; PhD, Colorado
- Stephen Ewing (1971) *Associate Professor of Business*
BS, Howard Payne; MBA, Baylor; DBA, Texas Tech
- Phillippe R. Falkenberg (1969) *Associate Professor of Psychology*
BA, Queens (Ontario); PhD, Duke
- Deborah Fanelli (1983) *Instructor in Art*
BFA, Cleveland Institute of Art; MFA, Rhode Island School of Design
- Doranne Fenoaltea (1977) *Associate Professor of Romance Languages*
BA, Mount Holyoke; AM, PhD, Harvard
(On leave, Spring 1984)
- Scott A. Fernald (1983) *Assistant Professor of Military Science*
BA, Norwich
- Robert F. Ferrante (1982) *Assistant Professor of Chemistry*
BS, Villanova; PhD, Florida
- Jack D. Fleer (1964) *Professor of Politics*
BA, Oklahoma Baptist; MS, Florida State;
PhD, North Carolina (Chapel Hill)
- Doyle R. Fosso (1964) *Professor of English*
AB, Harvard; MA, Michigan; PhD, Harvard
- Ralph S. Fraser (1962) *Professor of German*
BA, Boston; MA, Syracuse; PhD, Illinois
- Donald E. Frey (1972) *Professor of Economics*
BA, Wesleyan; MDiv, Yale; PhD, Princeton
- Christopher P. Frost (1982) *Visiting Assistant Professor
of Classical Languages*
BA, Wake Forest; MA, Trinity;
PhD, Cincinnati
- Diana Lee Fuguitt (1982) *Assistant Professor of Economics*
BA, Eckerd; MA, PhD, Rice
- Caroline S. Fullerton (1969) *Lecturer in Theatre Arts*
BA, Rollins; MA, Texas Christian
(Part-time)
- Carol Gardner (1983) *Visiting Instructor in English*
BA, Barnard; MA, Johns Hopkins
- Ivey C. Gentry (1949) *Professor of Mathematics*
BS, Wake Forest; BS, New York; MA, PhD, Duke
- J. Whitfield Gibbons (1971) *Adjunct Professor of Biology*
BS, MA, Alabama; PhD, Michigan State
- Christopher Giles (1951) *Assistant Professor of Music*
BS, Florida Southern; MA, George Peabody
- Kathleen Glenn (1974) *Professor of Romance Languages*
BA, MA, PhD, Stanford
- Richard T. Godfrey (1981) *Lecturer in Art (London)*
BA, Chelsea School of Art (England)
(Part-time, Fall 1983)

- Thomas S. Goho (1977) *Associate Professor of Business*
BS, MBA, Pennsylvania State; PhD, North Carolina (Chapel Hill)
- Balkrishna Govind Gokhale (1960) *Professor of History and Asian Studies*
BA, MA, PhD, Bombay
- Louis R. Goldstein (1979) *Assistant Professor of Music*
BM, Oberlin; MFA, California Institute of the Arts; DMA, Eastman
- Rubén L. Gómez (1981) *Instructor in Romance Languages*
BA, New York; MA, South Florida
- Harold O. Goodman (1958) *Adjunct Professor of Biology*
BA, MA, PhD, Minnesota
- Thomas F. Gossett (1967) *Professor of English*
BA, MA, Southern Methodist; PhD, Minnesota
- Paul M. Gross Jr. (1959) *Associate Professor of Chemistry*
BS, Duke; PhD, Brown
- Nur Gryskiewicz (1984) *Visiting Assistant Professor of Psychology*
BS, MSc, Hacettepe; PhD, London
- William H. Gulley (1966) *Associate Professor of Sociology*
BA, MA, PhD, North Carolina (Chapel Hill)
- Saguiv A. Hadari (1983) *Assistant Professor of Politics*
BA, Tel-Aviv; MA, PhD, Princeton
- David W. Hadley (1966) *Associate Professor of History*
BA, Wake Forest; AM, PhD, Harvard
- S. Wilfred Hahn (1984) *Visiting Professor of Mathematics*
AB, Lenoir Rhyne; MA, PhD, Duke
(Spring 1984)
- Dorothy P. Hall (1983) *Instructor in Education*
BS, Worcester State; MEd, North Carolina (Greensboro)
- Gary W. Hall (1981) *Instructor in Physical Education*
AB, Atlantic Christian; MA, Wake Forest
- Claire H. Hammond (1978) *Visiting Assistant Professor of Economics*
BA, Mary Washington; PhD, Virginia
(Part-time)
- J. Daniel Hammond (1978) *Associate Professor of Economics*
BA, Wake Forest; PhD, Virginia
- Emmett Willard Hamrick (1952) *Professor of Religion*
BA, North Carolina (Chapel Hill); PhD, Duke
- Phillip J. Hamrick Jr. (1956) *Professor of Chemistry*
BS, Morris Harvey; PhD, Duke
- James S. Hans (1982) *Assistant Professor of English*
BA, MA, Southern Illinois; PhD, Washington
- Deborah L. Harrell (1982) *Instructor in Mathematics*
BS, Wake Forest; MS, North Carolina State
- Carl V. Harris (1956) *Professor of Classical Language*
BA, Wake Forest; BD, STM, Yale; PhD, Duke

- Catherine T. Harris (1956) *Assistant Professor of Sociology*
AB, Lenoir Rhyne; MA, Duke; PhD, Georgia
- Lucille S. Harris (1957) *Instructor in Music*
BA, BM, Meredith (Part-time)
- Regley Boyd Harte (1978) *Lecturer in History (London)*
BS, London School of Economics (Part-time, Spring 1984)
- William Joseph Hartley (1984) *Instructor in English*
BA, North Texas State; (Part-time, spring 1984)
MA, Wake Forest; PhD, Vanderbilt
- Immer K. Hayashi (1973) *Associate Professor of Mathematics*
BA, California (Davis); MS, San Diego State; PhD, Illinois
- Michael D. Hazen (1974) *Associate Professor of Speech Communication*
BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas
- Robert A. Hedin (1980) *Visiting Lecturer in English*
BA, Luther; MFA, Alaska
- Roger A. Hegstrom (1969) *Professor of Chemistry*
BA, St. Olaf; AM, PhD, Harvard
- Robert M. Helm (1940) *Worrell Professor of Philosophy*
BA, Wake Forest; MA, PhD, Duke
- Edwin Hendricks (1961) *Professor of History*
BA, Furman; MA, PhD, Virginia
- Marcus B. Hester (1963) *Professor of Philosophy*
BA, Wake Forest; PhD, Vanderbilt
- Gregg L. Hill (1982) *Assistant Professor of Military Science*
BS, North Carolina (Greensboro)
- David Allen Hills (1960) *Associate Professor of Psychology*
BA, Kansas; MA, PhD, Iowa
- Glenn Hinson (1982) *Professor of Religion*
BA, Washington;
MDiv, ThD, Southern Baptist Theological Seminary; DPhil, Oxford
- Villie L. Hinze (1975) *Associate Professor of Chemistry*
BS, MA, Sam Houston State; PhD, Texas A & M
- George Holzwarth (1983) *Lecturer in Physics*
BA, Wesleyan; MS, PhD, Harvard
- Latalie A. Holzwarth (1983) *Assistant Professor of Physics*
BS, Massachusetts Institute of Technology; PhD, Chicago
- Red L. Horton Jr. (1970) *Associate Professor of Religion*
BA, North Carolina (Chapel Hill); BD, Union Seminary; PhD, Duke
- William L. Hottinger (1970) *Professor of Physical Education*
BS, Slippery Rock; MS, PhD, Illinois
- Fred T. Howard (1966) *Professor of Mathematics*
BA, MA, Vanderbilt; PhD, Duke

- Sarah Hutslar (1977) *Visiting Assistant Professor of Physical Education*
BS, Ohio State; MEd, Miami; PhD, Ohio State
- Richard P. Hydell (1981) *Assistant Professor of Economics*
BA, Oberlin; PhD, Massachusetts Institute of Technology
- Delmer P. Hylton (1949) *Professor of Accountancy*
BS, MBA, Indiana; CPA, Indiana
- Charles F. Jackels (1977) *Associate Professor of Chemistry*
BChem, Minnesota; PhD, Washington
- Susan C. Jackels (1977) *Associate Professor of Chemistry (Part-time)*
BA, Carleton; PhD, Washington
- Mordecai J. Jaffe (1980) *Babcock Professor of Botany (On leave, Spring 1984)*
BS, CCNY; PhD, Cornell
- Patricia Adams Johansson (1969) *Lecturer in English*
BA, Winston-Salem State; MA, Wake Forest
- David J. John (1982) *Assistant Professor of Mathematics*
BS, Emory and Henry; MS, PhD, Emory
- W. Dillon Johnston (1973) *Associate Professor of English*
BA, Vanderbilt; MA, Columbia; PhD, Virginia
- Richard R. M. Jones (1980) *Assistant Professor of Chemistry*
BS, Tennessee; PhD, California Institute of Technology
- Catherine A. Jourdan (1981) *Adjunct Instructor in Psychology (Part-time, on leave 1983-84)*
BA, East Carolina; MEd, Wake Forest
- Victor Kamendrowsky (1980) *Visiting Assistant Professor of History*
BA, MA, San Francisco State; PhD, North Carolina (Chapel Hill)
- Jay R. Kaplan (1981) *Adjunct Assistant Professor of Anthropology*
BA, Swarthmore; MA, PhD, Northwestern
- Paul H. D. Kaplan (1980) *Assistant Professor of Anthropology*
BA, Hampshire; MA, Boston
- Ralph C. Kennedy III (1976) *Associate Professor of Philosophy*
BA, PhD, California (Berkeley)
- William C. Kerr (1970) *Professor of Physics*
BS, Wooster; PhD, Cornell
- Ellen E. Kirkman (1975) *Associate Professor of Mathematics (On leave, Spring 1984)*
BA, Wooster; MA, MS, PhD, Michigan State
- Robert Knott (1975) *Associate Professor of Anthropology*
BA, Stanford; MA, Illinois; PhD, Pennsylvania
- Raymond E. Kuhn (1968) *Professor of Biology*
BS, Carson-Newman; PhD, Tennessee
- James Kuzmanovich (1972) *Professor of Mathematics*
BS, Rose Polytechnic; PhD, Wisconsin
- Hugo C. Lane (1973) *Assistant Professor of Biology*
Licentiate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva

- Vin-chiat Lee (1983)
BA, Cornell *Instructor in Philosophy*
- Jusan Ruth Leonard (1983)
BA, Long Island (C. W. Post Center);
MA, North Carolina (Greensboro) *Instructor in Psychology*
(Part-time)
- David B. Levy (1976)
BM, MA, PhD, Eastman *Assistant Professor of Music*
- Charles M. Lewis (1968)
BA, Wake Forest; PhD, Vanderbilt; ThM, Harvard *Associate Professor of Philosophy*
- Jusan Mott Linker (1983)
BA, North Carolina (Chapel Hill);
MA, Wisconsin; PhD, North Carolina (Chapel Hill) *Visiting Assistant Professor*
of Romance Languages
- John M. Litcher (1973)
BS, Winona State; MA, PhD, Minnesota *Associate Professor of Education*
- Jan S. Locklair (1982)
BM, Mars Hill; SMM, Union Theological Seminary; DMA, Eastman *Assistant Professor of Music*
- John Kees Lodewijks (1983)
BA, University of Sydney; MA, New England; MA, Duke *Visiting Instructor in Economics*
(Spring 1984)
- Joyce Loland (1984)
BA, Washington State; MA, Washington *Instructor in French*
- Robert W. Lovett (1962, 1968)
BA, Oglethorpe; MAT, PhD, Emory *Associate Professor of English*
- Harry G. Maine (1981)
BA, Virginia; MA, PhD, North Carolina (Chapel Hill) *Visiting Assistant Professor of English*
- Milorad R. Margitić (1978)
MA, Leiden (Netherlands); PhD, Wayne State *Associate Professor of Romance Languages*
- Male R. Martin (1982)
BS, MS, Illinois State; DBA, Kentucky *Associate Professor of Accountancy*
- Gregorio C. Martín (1976)
Diplome, Salamanca (Spain); MA, PhD, Pittsburgh *Associate Professor of Romance Languages*
- George Eric Matthews Jr. (1979)
BS, PhD, North Carolina (Chapel Hill) *Associate Professor of Physics*
- Gaylord May (1961)
BS, Wofford; MA, PhD, Virginia *Professor of Mathematics*
- Whitten May (1972)
BS, Virginia;
MA, PhD, North Carolina (Greensboro) *Visiting Assistant Professor of*
Speech Communication
(Part-time)
- I. Graham May (1961)
BS, Wofford; MA, PhD, Virginia *Professor of Mathematics*
- James C. McDonald (1960)
BA, Washington (St. Louis); MA, PhD, Missouri *Professor of Biology*
- John Jordan McMillan (1983)
BA, Baylor; PhD, Texas *Assistant Professor of*
Speech Communication

- Dolly A. McPherson (1974) *Lecturer in English*
BA, Southern; MA, Boston
- Stephen Philip Messier (1981) *Assistant Professor of Physical Education*
BS, MS, Rhode Island; PhD, Temple
- Robert Erven Mielke (1982) *Instructor in English*
BA, Marquette; MA, Duke
- Edward Miller Jr. (1983) *Instructor in Romance Languages*
BA, Western Washington State; MA, Indiana
- Emily P. Miller (1983) *Visiting Assistant Professor of English*
BA, MA, William and Mary; PhD, Virginia
- Joseph O. Milner (1969) *Associate Professor of Education*
BA, Davidson; MA, PhD, North Carolina (Chapel Hill)
- Carlton T. Mitchell (1961) *Professor of Religion*
BA, Wake Forest; BD, Yale; STM, Union Seminary; PhD, New York
- Diane Mitchell (1983) *Lecturer in English*
BA, Salem; MEd, Wake Forest; PhD, Duke
(Part-time, Fall 1983)
- John V. Mochnick (1976) *Assistant Professor of Music*
BM, Heidelberg; MM, Indiana; DMA, Cincinnati
- John C. Moorhouse (1969) *Professor of Economics*
BA, Wabash; PhD, Northwestern
(On leave, Fall, 1983)
- Carl C. Moses (1964) *Professor of Politics*
AB, William and Mary; MA, PhD, North Carolina (Chapel Hill)
- William M. Moss (1971) *Associate Professor of English*
BA, Davidson; PhD, North Carolina (Chapel Hill)
- Thomas E. Mullen (1957) *Professor of History*
BA, Rollins; MA, PhD, Emory
- Matthew P. Murray Jr. (1981) *Professor of Military Science*
BA, Florida State; MA, Middlebury
- Rebecca Myers (1981) *Instructor in Physical Education*
BS, MA, Ball State
- Henry C. Newell (1983) *Assistant Professor of Military Science*
BS, Florida
- Candelas M. Newton (1978) *Assistant Professor of Romance Languages*
BA, Salamanca (Spain); MA, PhD, Pittsburgh
- Linda N. Nielsen (1974) *Assistant Professor of Education*
BA, MS, EdD, Tennessee
- Ronald E. Nofle (1967) *Professor of Chemistry*
BS, New Hampshire; PhD, Washington
- John W. Nowell (1945) *Professor of Chemistry*
BS, Wake Forest; PhD, North Carolina (Chapel Hill)
- James C. O'Flaherty (1947) *Professor of German*
BA, Georgetown College; MA, Kentucky; PhD, Chicago

- A. Thomas Olive (1961) *Associate Professor of Biology*
BS, Wake Forest; MS, PhD, North Carolina State
- Gillian Rose Overing (1979) *Visiting Assistant Professor of English*
BA, Lancaster (England); MA, PhD, SUNY (Buffalo)
- Jeannette Owen (1956) *Professor of Business Law*
BS, North Carolina (Greensboro); MCS, Indiana; JD, North Carolina (Chapel Hill)
- John E. Parker Jr. (1950) *Professor of Education and Romance Languages*
BA, Wake Forest; MA, PhD, Syracuse
- Anne M. Parrella (1983) *Visiting Assistant Professor of History*
BA, Indiana State; MA, PhD, Virginia
- Willie Pearson, Jr. (1980) *Assistant Professor of Sociology*
BA, Wiley; MA, Atlanta; PhD, Southern Illinois (Carbondale)
- Mary L. B. Pendergraft (1983) *Visiting Assistant Professor of Classical Languages*
AB, JD, North Carolina (Chapel Hill)
- Philip J. Perricone (1967) *Associate Professor of Sociology*
BS, MA, Florida; PhD, Kentucky
- Percival Perry (1939, 1947) *Professor of History*
BA, Wake Forest; MA, Rutgers; PhD, Duke
- David A. Petreman (1981) *Instructor in Romance Languages*
BA, Illinois Wesleyan; MA, Iowa
- Elizabeth Phillips (1957) *Professor of English*
BA, North Carolina (Greensboro); MA, Iowa; PhD, Pennsylvania
- Terisio Pignatti (1971) *Visiting Professor of Art History (Venice)*
PhD, Padua (Part-time)
- Andrew W. Polk III (1977) *Assistant Professor of Art*
BFA, Memphis State; MFA, Indiana
- Lee Harris Potter (1965) *Professor of English*
BA, MA, PhD, North Carolina (Chapel Hill)
- Gregory D. Pritchard (1968) *Professor of Philosophy*
BA, Oklahoma Baptist; BD, Southern Baptist Seminary; PhD, Columbia
- Martin R. Province (1982) *Assistant Director of Instrumental Ensembles*
BA, Wake Forest
- Teresa Radomski (1977) *Instructor in Music*
BM, Eastman; MM, Colorado
- F. Don Reeves (1967) *Professor of Education*
BA, Mercer; BD, ThM, Southern Baptist Seminary; EdD, Columbia
- Leon M. Reinhardt (1964) *Professor of Politics*
BA, Birmingham-Southern; MA, PhD, Tulane (Died, May 24, 1984)
- Walter J. Rejeski Jr. (1978) *Associate Professor of Physical Education*
BS, Norwich; MA, PhD, Connecticut
- Paul M. Ribisl (1973) *Professor of Physical Education*
BS, Pittsburgh; MA, Kent State; PhD, Illinois

- C. H. Richards Jr. (1952) *Professor of Politics*
BA, Texas Christian; MA, PhD, Duke
- Stephen H. Richardson (1963) *Adjunct Professor of Biology*
BA, California; MS, PhD, Southern California
- Charles L. Richman (1968) *Professor of Psychology*
BA, Virginia; MA, Yeshiva; PhD, Cincinnati
- Leonard P. Roberge (1974) *Associate Professor of Education*
BA, New Hampshire; MA, Atlanta; EdD, Maine
- Michael L. Roberts (1983) *Assistant Professor of Accountancy*
BBA, MAcc, JD, Georgia
- Ben P. Robertson (1983) *Instructor in Anthropology*
BA, Maryland; MA, Brown (Part-time)
- Linda B. Robertson (1983) *Assistant Professor of Anthropology*
BA, Rice; MA, PhD, Brown (Part-time)
- Mary Frances Robinson (1952) *Professor of Romance Languages*
BA, Wilson; MA, PhD, Syracuse (On leave, Spring 1984)
- Eva Marie Rodtwitt (1966) *Lecturer in Romance Languages*
Can Philol, Oslo (Norway)
- John E. Rowland (1982) *Visiting Assistant Professor of*
BA, William Jennings Bryan College; AM, Indiana *Classical Languages*
- Wilmer D. Sanders (1954, 1964) *Professor of German*
BA, Muhlenberg; MA, PhD, Indiana
- Jennifer Sault (1984) *Instructor in Italian*
BA, Wake Forest
- John W. Sawyer (1956) *Professor of Mathematics*
BA, MA, Wake Forest; MA, PhD, Missouri
- James Ralph Scales (1967) *Worrell Professor of Anglo-American Studies*
BA, Oklahoma Baptist; MA, PhD, Oklahoma;
LittD, Northern Michigan, Belmont Abbey; LLD, Alderson-Broadus, Duke
- Donald O. Schoonmaker (1965) *Professor of Politics*
BA, Wake Forest; MA, PhD, Princeton
- Marianne A. Schubert (1979) *Lecturer in Education*
BA, Dayton; MA, PhD, Southern Illinois (Part-time)
- Richard D. Sears (1964) *Associate Professor of Politics*
BA, Clark; MA, PhD, Indiana
- Ben M. Seelbinder (1959) *Professor of Mathematics*
BA, Mississippi Delta State; MA, PhD, North Carolina (Chapel Hill)
- Timothy F. Sellner (1970) *Associate Professor of German*
BA, Michigan; MA, Wayne State; PhD, Michigan
- Bynum G. Shaw (1965) *Professor of Journalism*
BA, Wake Forest
- Howard W. Shields (1958) *Professor of Physics*
BS, North Carolina (Chapel Hill); MS, Pennsylvania State; PhD, Duke

- Franklin R. Shirley (1948) *Professor of Speech Communication*
BA, Georgetown; MA, Columbia; PhD, Florida
- Robert N. Shorter (1958) *Professor of English*
BA, Union College; MA, PhD, Duke
- Michael L. Sinclair (1968) *Associate Professor of History*
BA, Wake Forest; AM, PhD, Stanford
- David L. Smiley (1950) *Professor of History*
BA, MA, Baylor; PhD, Wisconsin
- Daniel F. Smith (1982) *Assistant Professor of Military Science*
BA, MS, SUNY (Albany)
- J. Howell Smith (1965) *Associate Professor of History*
BA, Baylor; MA, Tulane; PhD, Wisconsin
- Kathleen B. Smith (1981) *Assistant Professor of Politics*
BA, Baldwin-Wallace; MA, PhD, Purdue
- Margaret Supplee Smith (1979) *Associate Professor of Art*
BS, Missouri; MA, Case Western Reserve; PhD, Brown
- Cecilia H. Solano (1977) *Associate Professor of Psychology*
BA, Harvard; MA, PhD, Johns Hopkins
- Chris Stanley (1978) *Lecturer in Theatre Arts (London)*
BA, MA, Bristol (Great Britain) (Part-time)
- DeLeon E. Stokes (1982) *Lecturer in Accountancy*
BA, Duke; MBA, Michigan (Part-time)
- Henry Smith Stroupe (1937) *Professor of History*
BS, MA, Wake Forest; PhD, Duke
- David A. Stump (1977) *Adjunct Instructor in Psychology*
BA, Trinity (Texas); MA, PhD, Houston
- Anna-Vera Sullam (1972) *Instructor in Romance Languages (Venice)*
BA, Padua (Part-time)
- Robert L. Sullivan (1962) *Professor of Biology*
BA, Delaware; MS, PhD, North Carolina State
- Elizabeth A. Sutherland (1983) *Instructor in Art*
BFA, Boston; MFA, Temple (Part-time, Fall 1983)
- John D. Sykes Jr. (1982) *Instructor in Religion*
BA, Wake Forest; MA, Chicago; MA, Virginia (Part-time, Spring 1984)
- Charles H. Talbert (1963) *Professor of Religion*
BA, Howard; BD, Southern Baptist Seminary; PhD, Vanderbilt
- Thomas C. Taylor (1971) *Professor of Accountancy*
BS, MA, North Carolina (Chapel Hill);
PhD, Louisiana State; CPA, North Carolina
- Harold C. Tedford (1965) *Professor of Theatre Arts*
BA, Ouachita; MA, Arkansas; PhD, Louisiana State
- Stanton K. Tefft (1964) *Professor of Anthropology*
BA, Michigan State; MS, Wisconsin; PhD, Minnesota

- Olive S. Thomas (1978) *Instructor in Business*
BS, Wake Forest; MBA, North Carolina (Greensboro);
CPA, North Carolina (Part-time)
- Stan J. Thomas (1983) *Assistant Professor of Computer Science*
BS, Davidson
- William Albert Thomas (1983) *Assistant Professor of Biology*
BA, Hamilton; MS, PhD, Princeton
- Anne S. Tillett (1956, 1960) *Professor of Romance Languages*
BA, Carson-Newman; MA, Vanderbilt; PhD, Northwestern
- Lowell R. Tillett (1956) *Professor of History*
BA, Carson-Newman; MA, Columbia;
PhD, North Carolina (Chapel Hill) (On leave)
- Richard J. Tirrell (1977) *Visiting Lecturer in Education*
BS, Purdue; MS, Kansas State (Fall 1983)
- Harry B. Titus Jr. (1981) *Assistant Professor of Art*
BA, Wisconsin (Milwaukee); MFA, PhD, Princeton
- Ralph B. Tower (1980) *Associate Professor of Accountancy*
BA, PhD, North Carolina (Chapel Hill); MBA, Cornell
- George William Trautwein (1983) *Director of Instrumental Ensembles*
BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana
- Sylvia Trelles (1977) *Instructor in Romance Languages*
BA, Ripon; MA, Michigan
- Robert W. Ulery Jr. (1971) *Associate Professor of Classical Languages*
BA, MA, PhD, Yale (On leave)
- Robert L. Utley Jr. (1978) *Assistant Professor of Politics*
BA, Wake Forest; MA, PhD, Duke (Part-time)
- Marcellus E. Waddill (1962) *Professor of Mathematics*
BA, Hampden-Sydney; MA, PhD, Pittsburgh
- J. Van Wagstaff (1964) *Professor of Economics*
BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia
- Mary R. Wayne (1980) *Lecturer in Speech Communications and*
BFA, Pennsylvania State; MFA, Ohio State *Theatre Arts*
(Part-time)
- David S. Weaver (1977) *Associate Professor of Anthropology*
BA, MA, Arizona; PhD, New Mexico
- Peter D. Weigl (1968) *Professor of Biology*
BA, Williams; PhD, Duke
- Barbara Welch (1983) *Instructor in Romance Languages*
BA, Converse; MA, Louisiana State
- Byron R. Wells (1981) *Instructor in Romance Languages*
BA, MA, Georgia
- Larry E. West (1969) *Associate Professor of German*
BA, Berea; PhD, Vanderbilt

- Alan J. Williams (1974) *Associate Professor of History*
BA, Stanford; PhD, Yale
- David C. Williams (1982) *Instructor in Speech Communication
and Theatre Arts*
BA, MA, North Carolina (Chapel Hill)
- George P. Williams (1958) *Professor of Physics*
BS, Richmond; MS, PhD, North Carolina (Chapel Hill)
- John E. Williams (1959) *Professor of Psychology*
BA, Richmond; MA, PhD, Iowa
- Edwin Graves Wilson (1946, 1951) *Professor of English*
BA, Wake Forest; AM, PhD, Harvard
- Donald H. Wolfe (1968) *Associate Professor of Theatre Arts*
BS, MS, Southern Illinois; PhD, Cornell
- Frank B. Wood (1971) *Adjunct Associate Professor of Psychology*
BA, MA, Wake Forest; MDiv, Southeastern Baptist Seminary; PhD, Duke
- Ralph C. Wood Jr. (1971) *Associate Professor of Religion*
BA, MA, East Texas State; MA, PhD, Chicago
- J. Ned Woodall (1969) *Professor of Anthropology*
BA, MA, Texas; PhD, Southern Methodist
- Stuart Wright (1983) *Lecturer in Education
(Part-time)*
BA, MA, MAEd, Wake Forest
- Raymond L. Wyatt (1956) *Professor of Biology*
BS, Wake Forest; MA, PhD, North Carolina (Chapel Hill)
- W. Buck Yearns Jr. (1945) *Professor of History*
BA, Duke; MA, Georgia; PhD, North Carolina (Chapel Hill)
- Julie Hung-Hsua Yu (1983) *Instructor in Business*
BA, MS, MBA, Missouri (Columbia)
- Richard L. Zuber (1962) *Professor of History*
BS, Appalachian; MA, Emory; PhD, Duke



Emeriti

Dates following names indicate period of service

- | | |
|---|--|
| Harold M. Barrow (1948-1977)
BA, Westminster; MA, Missouri; PED, Indiana | <i>Professor Emeritus of Physical Education</i> |
| Dalma Adolph Brown (1941-1973)
BA, MA, North Carolina (Chapel Hill) | <i>Professor Emeritus of English</i> |
| Ruth F. Campbell (1962-1974)
BA, North Carolina (Greensboro); MA, North Carolina (Chapel Hill);
PhD, Duke | <i>Professor Emerita of Spanish</i> |
| Marjorie Crisp (1947-1977)
BS, Appalachian; MA, George Peabody | <i>Associate Professor Emerita
of Physical Education</i> |
| Hugh William Divine (1954-1979)
BS, Georgia; MA, Louisiana State; JD, Emory;
LLM, SJD, Michigan | <i>Professor Emeritus of Law</i> |
| Robert Allen Dyer (1956-1983)
BA, Louisiana State; ThM, PhD, Southern Baptist Seminary | <i>Professor Emeritus of Religion</i> |
| J. Allen Easley (1928-1963)
BA, Furman; ThM, Southeastern Baptist Seminary; DD, Furman | <i>Professor Emeritus of Religion</i> |
| Walter S. Flory (1963-1980)
BA, Bridgewater; MA, PhD, Virginia; ScD, Bridgewater | <i>Babcock Professor Emeritus of Biology</i> |
| George J. Griffin (1948-1981)
BA, Wake Forest; ThB, Southern Baptist Seminary; BD, Yale;
PhD, Edinburgh | <i>Professor Emeritus of Religion</i> |
| Ysbrand Haven (1965-1983)
Candidate, Doctorandus, Doctor, Rijks (Netherlands) | <i>Professor Emeritus of Physics</i> |
| Ralph Cyrus Heath (1954-1969)
BA, Princeton; MBA, DBA, Indiana | <i>Professor Emeritus of Marketing</i> |
| Owen F. Herring (1946-1963)
BA, MA, Wake Forest; ThM, ThD, Southeastern Baptist Seminary;
DD, Georgetown | <i>Professor Emeritus of Religion</i> |
| Lois Johnson (1942-1963)
BA, Meredith; MA, North Carolina (Chapel Hill) | <i>Dean of Women Emerita</i> |
| Alonzo W. Kenion (1956-1983)
BA, MA, PhD, Duke | <i>Professor Emeritus of English</i> |
| Harry L. King Jr. (1960-1981)
BA, Richmond; MA, PhD, North Carolina (Chapel Hill) | <i>Professor Emeritus of Romance Languages</i> |
| Robert E. Lee (1946-1977)
BS, LLD, Wake Forest;
MA, Columbia; LLM, SJD, Duke | <i>Dean Emeritus of the School of Law</i> |
| Jasper L. Memory Jr. (1929-1971)
BA, Wake Forest; MA, Columbia | <i>Professor Emeritus of Education</i> |

-
- Harry B. Miller (1947-1983) *Professor Emeritus of Chemistry*
BS, PhD, North Carolina (Chapel Hill)
- Clarence H. Patrick (1946-1978) *Professor Emeritus of Sociology*
BA, Wake Forest; BD, Andover Newton; PhD, Duke
- Herman J. Preseren (1953-1983) *Professor Emeritus of Education*
BS, California State (Pennsylvania); MA, Columbia;
PhD, North Carolina (Chapel Hill)
- Beulah L. Raynor (1946-1979) *Associate Professor Emerita of English*
BA, East Carolina; MA, Wake Forest
- Albert C. Reid (1917-18; 1920-1965) *Professor Emeritus of Philosophy*
BA, MA, Wake Forest; PhD, Cornell
- Paul S. Robinson (1952-1977) *Professor Emeritus of Music*
BA, Westminster; BM, Curtis; MSM, DSM, Union Seminary
- James Ralph Scales (1967-1983) *President Emeritus*
BA, Oklahoma Baptist; MA, PhD, Oklahoma;
LittD, Northern Michigan, Belmont Abbey;
LLD, Alderson-Broadbent; LLD, Duke
- Richard L. Shoemaker (1950-1982) *Professor Emeritus of
Romance Languages*
BA, Colgate; MA, Syracuse; PhD, Virginia
- Harold Wayland Tribble (1950-1967) *President Emeritus*
BA, Richmond; ThM, ThD, Southern Baptist Seminary;
MA, Louisville; PhD, Edinburgh; DD, Stetson;
LLD, Union, Wake Forest, Richmond, Duke, North Carolina (Chapel Hill)
- David Welker (1969-1980) *Professor Emeritus of Theatre Arts*
BA, MA, Illinois; PhD, Minnesota
- Carlton P. West (1928-1975) *Librarian Emeritus*
BA, Boston; MA, Yale; BA in LS, North Carolina (Chapel Hill)

The Committees of the Faculty

September 1, 1984

The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chair except where the chair is designated. All members of a committee vote except as otherwise indicated.

EXECUTIVE COMMITTEES

The Committee on Academic Affairs

Non-voting. Dean of Students, Associate Dean, Assistant Dean, a designated member of the administrative staff, and one undergraduate student. *Voting.* Dean of the College; 1987 Julian C. Burroughs, Leo Ellison Jr.; 1986 George E. Matthews, J. Don Reeves; 1985 David A. Hills, Ronald V. Dimock; and one undergraduate student.

The Committee on Admissions

Non-voting. Director of Admissions, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 1987 Deborah L. Best, Stephen Ewing; 1986 Donald E. Frey, Dolly A McPherson; 1985 Richard D. Carmichael, Timothy F. Sellner; and one undergraduate student.

The Committee on Scholarships and Student Aid

Non-voting. One undergraduate student. *Voting.* Dean of the College, Director of Admissions and Financial Aid, two members from the administrative staff of the Office of the Dean of the College; 1987 E. Glenn Hinson, Frederic T. Howard; 1986 David B. Levy, John C. Moorhouse; 1985 Linda N. Nielsen, Willie Pearson Jr.; and one undergraduate student.

The Committee on Curriculum

Voting. Provost, Dean of the College, Dean of the School of Business and Accountancy, Registrar, and the chairperson of each department of the College as follows: *Division I.* Art, Classical Languages, English, German, Music, Romance Languages, Speech Communication and Theatre Arts. *Division II.* Biology, Chemistry, Mathematics, Physical Education, Physics. *Division III.* Education, History, Military Science, Philosophy, Religion. *Division IV.* Anthropology, Economics, Politics, Psychology, Sociology. (School of Business and Accountancy is included in Division IV for administrative purposes.)

ADVISORY COMMITTEES

The Committee on Academic Planning

Non-voting. Provost, Dean of the School of Business and Accountancy, and one

undergraduate student. *Voting.* Dean of the College, Director of Libraries, one undergraduate student, and 1988 William C. Kerr, Andrew V. Ettin; 1987 Ralph C. Kennedy, Charles L. Richman; 1986 Robert Knott, Roger A. Hegstrom; 1985 Fred L. Horton Jr., Richard D. Sears.

The Committee on Athletics

Non-voting. Director of Athletics. *Voting.* Vice President and Treasurer, Dean of the College, faculty representative to the Atlantic Coast Conference, and 1989 William L. Hottinger, Charles L. Talbert; 1988 John A. Carter Jr., David W. Catron; 1987 Robert W. Brehme, Joseph O. Milner; 1986 Thomas F. Gossett, Ralph C. Wood Jr.; 1985 Donald E. Frey, Donald O. Schoonmaker.

The Committee on Institutional Planning

Non-voting. Provost, Vice President and Treasurer, and one undergraduate student. *Voting.* Dean of the College, Dean of the School of Business and Accountancy, one undergraduate student, and 1988 Ellen E. Kirkman, Paul H. D. Kaplan; 1987 Michael L. Sinclair, J. Ned Woodall, Leon P. Cook; 1986 Kathleen M. Glenn, Elmer K. Hayashi; 1985 Robert C. Beck, Charles M. Lewis.

The Committee on Nominations

Voting. 1987 Shasta M. Bryant, Marcellus E. Waddill; 1986 E. Pendleton Banks, Jack D. Fleer, Jeanne F. Owen; 1985 Elizabeth Phillips, Howard W. Shields.

The Committee on Library Planning

Non-voting. Provost, Dean of the Graduate School, one faculty representative from the Committee on Academic Planning, and one undergraduate student. *Voting.* One faculty representative from each academic department of the College, Dean of the College, one faculty representative from the School of Business and Accountancy, the Director of Libraries, and one undergraduate student.

SPECIAL COMMITTEES

The Committee on Publications

Voting. Dean of the College, Vice President and Treasurer, Director of Communications, three faculty advisers of *Old Gold and Black*, *The Student*, and the *Howler*; and 1987 Carl V. Harris; 1986 Julian C. Burroughs; 1985 Doyle R. Fosso.

The Committee for Teacher Education

Voting. Dean of the College, Dean of the Graduate School, chairperson of the Department of Education, and 1987 Kathleen B. Smith, Doranne Fenoaltea; 1986 Ralph D. Amen, Leonard P. Roberge; 1985 Teresa Radomski, Robert L. Sullivan.

The Committee on Honors

Non-voting. One student from the College. *Voting.* Dean of the College, the Coor-

dinator of the Honors Program, one student from the College, and 1988 John E. Collins; 1987 Ronald E. Nofle; 1986 David S. Weaver; 1985 John A. Carter Jr.

The Committee of Lower Division Advisers

Non-voting. Dean of the College, chairperson of the Lower Division Advisers, and members of the faculty who are appointed as advisers to the Lower Division.

The Committee on Orientation

Dean of the College, chairperson of the Lower Division Advisers, who shall serve as chairperson, Dean of Students, a designated member of the administrative staff, President of the Student Government or a representative, and other persons from the administration and student body whom the chair shall invite to serve.

The Committee on Records and Information

Non-voting. Registrar. *Voting.* Dean of the College, Archivist, who shall be secretary, Vice-chairperson of the Faculty, Secretary of the Faculty, and 1987 Marcus B. Hester; 1986 Thomas A. Olive; 1985 Leonard P. Roberge.

The Committee on Open Curriculum

Dean of the College; 1988 Carole L. Browne, Patricia M. Cunningham; 1987 Andrew V. Ettin, J. Daniel Hammond; 1986 Herman E. Eure, Michael L. Sinclair; 1985 Jeanne Owen, Larry E. West.

The Committee for the ROTC

Voting. Dean of the College, ROTC Coordinator, Professor of Military Science, and 1987 Dale R. Martin; 1986 Mary F. Robinson; 1985 Walter J. Rejeski Jr.

JOINT FACULTY/ADMINISTRATION COMMITTEES

The Joint Admissions Committee

Dean of the College, Director of Admissions and Financial Aid, Provost, J. Edwin Hendricks Jr., Richard D. Carmichael, Dolly A. McPherson.

The Judicial Council

Administration. 1987 William S. Hamilton; 1986 Toby A. Hale; *Alternate.* To be appointed. *Faculty.* 1989 Raymond L. Wyatt; 1988 Alan J. Williams; 1987 Carlton T. Mitchell; 1986 Richard C. Barnett; 1985 Fred L. Horton Jr. *Alternates.* 1987 Carl C. Moses. Two students from the College and one student alternate.

The Committee on Student Life

Dean of the College or his designate, Dean of Students, a designated member of the administration; 1987 Peter D. Weigl; 1986 Cecilia H. Solano; 1985 Maxine L. Clark; and three undergraduate students.

OTHER FACULTY ASSIGNMENTS

Faculty Advisers to the Honor Council

1986 James Kuzmanovich; 1985 J. Van Wagstaff; 1984 Phillippe R. Falkenberg

Faculty Advisers to the Student Judicial Board

1986 John V. Baxley; 1985 Philip J. Perricone; 1984 Catherine T. Harris

Faculty Marshals

Carlton T. Mitchell, John E. Parker Jr., Mary Frances Robinson

UNIVERSITY SENATE

President, Provost, Vice President for Medical Affairs, Vice President and Treasurer, Vice President for University Relations, Vice President for Administration and Planning, Dean of the College, Dean of the School of Business and Accountancy, Dean of the Graduate School, Dean of the School of Law, Dean of the Babcock Graduate School of Management, Dean of the Bowman Gray School of Medicine, Director of Libraries, and the following:

Representatives of the College: 1988 Paul M. Ribisl, J. Ned Woodall; 1987 Margaret S. Smith, John E. Williams; 1986 Carlton T. Mitchell, Mary Frances Robinson; 1985 Jack D. Fleer, Donald H. Wolfe.

Representatives of the School of Business and Accountancy: 1987 Thomas Goho; 1985 Arun P. Dewasthali.

Representatives of the Graduate School: 1988 Elizabeth Phillips; 1987 Ronald E. Nofle; 1986 Peter B. Smith; 1985 Ronald V. Dimock.

Representatives of the School of Law: 1987 Joel M. Eichengrun; 1985 Richard G. Bell.

Representatives of the Babcock Graduate School of Management: 1987 Donald L. Wallace; 1985 James M. Clapper.

Representatives of the Bowman Gray School of Medicine: 1988 Hyman B. Muss; 1987 Richard B. Patterson; 1986 B. Moseley Waite; 1985 Robert W. Prichard.

OTHER COMMITTEES

Equal Opportunity Advisory Committee

Patricia L. Adams, Edgar D. Christman, James L. Ferrell, Ross A. Griffith, G. Eugene Hooks, Jean B. Hopson, Ramona S. Jordan, Julian Keith Jr., Norman N. Klase, Harold S. Moore, Thomas E. Mullen, Willie Pearson Jr., Charles L. Richman, Charles P. Rose, Marianne Schubert, Sally Schumacher, Margaret S. Smith, Nat S. Rose, Thomas C. Taylor, Richard K. Watts, Velma G. Watts, Strick Woods.

University Grievance Committee

College. 1986 Robert W. Lovett, Leo Ellison Jr., (alternate);

Graduate School. 1989 David W. Catron, Arnold S. Kregar, (alternate);

School of Law. 1985 Charles P. Rose Jr., James E. Bond, (alternate);

Babcock Graduate School of Management. 1988 Michael L. Rice, Melvin J. Steckler, (alternate);

Bowman Gray. 1987 Walter J. Bo, Henry S. Miller Jr., (alternate).



Graylyn Conference Center

Index

- Academic Awards, 25
- Academic Calendar, 2
- Accountancy, 168
- Accreditation, 11
- Administration, 188
- Admission Deposit, 30, 31
- Admission Requirements, 29
- Advanced Placement, 30
- Advising, 34
- Anthropology, 65
- Application for Admission, 29
- Applied Music Fees, 32
- Art, 69
- Art History, 69
- Artists Series, 27
- Asian Studies, 73
- Athletic Awards, 26
- Athletic Scholarships, 26
- Athletics, 25, 26
- Attendance Requirements, 35
- Auditing, 36
- Babcock Graduate School of Management, 10
- Basic Course Requirements, 55
- Biology, 74
- Board of Trustees, 185
- Board of Visitors, 186
- Bowman Gray School of Medicine, 8
- Buildings and Grounds, 9
- Business, 166
- Business and Accountancy, 8, 164
- Calendar, 2
- Campus Ministry, 26
- Carswell Scholarships, 41
- Case Referral Panel, 23
- Charges, 31, 32, 33
- Chemistry, 78
- Chinese, 152
- Class Attendance, 35
- Classical Languages, 80
- Classics, 83
- Classification, 35
- CLEP, 30
- College History and Development, 15
- College Union, 23
- Combined Degrees, 61
- Committees of the Faculty, 212
- Computer Center, 11
- Computer Science, 109
- Concessions, 50
- Course Numbers, 65
- Course Repetition, 38
- Courses of Instruction, 65
- Cultural Activities, 27
- Dance, 124
- Dean's List, 38
- Debate, 27
- Degree Requirements, 54
- Degrees, 54
- Degrees Conferred, 170
- Dentistry Degree, 63
- Dijon Semester, 52, 147
- Distinctions, 38
- Divisional Course Requirements, 55
- Double Majors, 58
- Dropping a Course, 36
- Early Decision, 30
- Eastern European Studies, 60
- Economics, 84
- Education, 87
- Educational Planning, 28
- Emeriti, 210
- Engineering Degree, 63
- English, 93
- Enrollment, 182
- Examinations, 37
- Exchange Scholarships, 48
- Expenses, 31
- Faculty, 195
- Fees, 32
- Fields of Study, 57
- Financial Aid, 41
- Food Services, 32
- Foreign Area Studies, 59
- Forestry and Environmental Studies Degree, 64

- Fraternities, 24
- French, 144
- French Semester, 52, 147
- Geographical Distribution, 183
- German, 98
- German Studies, 60
- Grade Reports, 38
- Grading System, 37
- Graduate School, 8
- Graduation Distinctions, 38
- Graduation Requirements, 54
- Greek, 81
- Handicapped Students, Admission, 30
- Hankins Scholarships, 42
- Health Service, 28
- Hebrew, 142
- Hindi, 152
- History, 100
- Honor Code, 22
- Honor Council, 23
- Honor Societies, 24, 180
- Honors Study, 51, 106
- Housing, 34
- Humanities, 104
- Incomplete Grades, 37
- Independent Study, 53
- Indian Semester, 53
- Intercollegiate Athletics, 26
- Interdisciplinary Honors, 106
- Interdisciplinary Minors, 58
- Interfraternity Council, 24
- Intersociety Council, 24
- Intramural Athletics, 25
- Italian, 152
- Italian Studies, 60
- Joint Majors, 58
- Journalism, 95
- Judicial Board, 23
- Latin, 82
- Latin American Studies, 60
- Law Degree, 61
- Law School, 8
- Libraries, 10
- Loans, 49
- London Semester, 52
- Majors, 57
- Management School, 8
- Mathematical Economics, 85, 109
- Mathematics, 108
- Maximum Number of Courses, 57
- Medical School, 8
- Medical Sciences Degree, 61
- Medical Technology Degree, 62
- Microbiology Degree, 63
- Military Science, 112
- Ministerial Concessions, 50
- Minor in Cultural Resource Preservation, 58
- Minor in Women's Studies, 59
- Minors, 58
- Mortar Board, 24, 180
- Music, 113
- Music Education, 89
- Music Ensemble, 117
- Music History, 115
- Music Theory, 114
- North Carolina Student Incentive Grants, 45
- Norwegian, 153
- Omicron Delta Kappa, 24, 180
- Open Curriculum, 51
- Orientation, 34
- Part-Time Students, 35
- Pass/Fail Grades, 37
- Pell Grants, 47
- Phi Beta Kappa, 24, 180
- Philosophy, 120
- Physical Education, 123
- Physical Education Requirement, 56, 123
- Physician Assistant Program Degree, 62
- Physics, 127
- Placement Service, 28
- Politics, 129
- Probation, 38
- Procedures, 29
- Professional Fraternities, 24
- Professional Schools, 8
- Proficiency in the English Language, 56
- Psychological Services, 28

- Psychology, 134
- Publications, 27
- Purpose, 14
- Radio Stations, 27
- Radio/Television/Film, 160
- Readmission Requirements, 40
- Recognition, 11
- Refunds, 33
- Registration, 35
- Religion, 138
- Religious Activities, 26
- Repetition of Courses, 38
- Requirements for Continuation, 39
- Requirements for Degrees, 54
- Residence Council, 24
- Residence Hall Charges, 32, 34
- Residential Language Centers, 51
- Reynolds Scholarships, 41
- Romance Languages, 143
- Room Charges, 32
- ROTC, 112
- Russian, 153
- Salamanca Semester, 52, 151
- Salem College Study, 52
- Scholarships, 41
- Senior Conditions, 40
- Senior Testing, 60
- Societies, Social, 24
- Sociology, 153
- Spanish, 148
- Spanish Semester, 52, 151
- Spanish Studies, 60
- Special Programs, 51
- Speech Communication, 157
- Student/Student Spouse
 - Employment, 50
- Student Government, 22
- Student Legislature, 22
- Student Life, 22
- Student Publications, 27
- Studio Art, 72
- Study Abroad, 52
- Summer Session, 40
- Summer Study Elsewhere, 40
- Teaching Area Requirements, 88
- Theatre Arts, 161
- Transcripts, 38
- Transfer Credit, 31, 40
- Trustees, 185
- Tuition, 32
- Undergraduate Schools, 13
- University, 8
- Vehicle Registration, 33
- Venice Semester, 52, 152
- Veteran Benefits, 50
- Visitors, 186
- WAKE-AM, 27
- WFDD-FM, 27
- Withdrawal from the
 - College, 36
- Women's Residence Council, 24
- Work/Study Program, 47



Bulletins of Wake Forest University

The Undergraduate Schools

Director of Admissions and Financial Aid
7305 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5201

The Graduate School

Dean of the Graduate School
7487 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5301

The School of Law

Director of Admissions
7206 Reynolda Station
Winston-Salem, North Carolina 27109

The Babcock Graduate School of Management

Director of Admissions
7659 Reynolda Station
Winston-Salem, North Carolina 27109
919-761-5422

The Bowman Gray School of Medicine

Associate Dean for Admissions
300 Hawthorne Road
Winston-Salem, North Carolina 27109
919-748-4265

The Summer Session

Dean of the Summer Session
7293 Reynolda Station
Winston-Salem, North Carolina 27109

Marty Lentz, *University Editor*

Terry Hydell, *Assistant Editor*

Wake Forest administers all educational and employment activities without discrimination because of race, color, religion, national origin, age, handicap, or sex except where exempt.





Director of Admissions
Wake Forest University
Winston-Salem, North Carolina 27109

Second Class Postage Paid
Winston-Salem, North Carolina
UPS 078-10